



LOCKERS PARK SCHOOL

SAFEGUARDING POLICY

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Safeguarding Policy

Introduction

Lockers Park School takes seriously its responsibility to safeguard and promote the welfare of children and to work with other agencies to ensure adequate arrangements are made within the school to identify, assess and support those children suffering harm.

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. – *KCSiE 2021*

All school employees (including governors, temporary staff, volunteer staff, supply staff and gap students) at Lockers Park have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern. The Safeguarding policy is a whole school policy.

All staff believe that the school should provide a safe, caring, nurturing and stimulating environment that encourages the physical, social, moral, health and development of the individual child.

The school follows the procedures established by the Hertfordshire Safeguarding Children Partnership (HSCP) and is committed to inter agency work.

All staff must read the following document and acknowledge that they have done so in writing. The policy is available to the public on the website and via the school office. The policy applies to all areas of the school including the Early Years Foundation Stage (EYFS) and boarding.

This policy refers to and complies with:

- Keeping children safe in Education (KCSiE) – September 2021
- Hertfordshire Safeguarding Children Partnership (HSCP) – Local Safeguarding Arrangements Plan – Sept 2019
- A strategy for early help in Hertfordshire – Families First Website
- Working together to safeguard children – 2018 – Updated 2020
- ISI handbook for the inspection of schools (regulatory requirements) – September 2019
- The early years foundation stage (statutory framework) – Sept 2021
- Independent schools standards regulations – April 2019
- The prevent duty (DfE guidance for schools) – April 2021
- Counter-Terrorism and Security Act 2015
- Children missing education – 2016
- Child sexual exploitation: definition and guide for practitioners – February 2017
- The use of social media for on-line radicalisation or CEOP's Thinkuknow website

Designated Safeguard Leads (DSL)

All safeguarding matters are referred to:

Designated Safeguarding Lead:

Mrs Noeleen Corrigan – Deputy Head
01442 418423

ncorrigan@lockerspark.co.uk

Mr Gavin Taylor – Headmaster
01442 418402

gtaylor@lockerspark.co.uk

Deputy designated safeguarding lead:

Mr Ryan Newman – House Parent
01442 251712

rnewman@lockerspark.co.uk

Mrs Lucy Newman – Pastoral Lead and House Parent
01442 251712

lnewman@lockerspark.co.uk

Safeguarding Governor:

Mr Oliver Abel Smith

Chair of Governors:

Mr Chris Lister

Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) at Lockers Park has undergone level 3 Safeguarding training and is responsible for maintaining an overview of safeguarding within the school, including the EYFS-Pre-Prep, to open channels of communication with local statutory agencies and to monitor the effectiveness of policies and procedures in practice. In absence of the DSL the Deputy Designated Safeguarding Leads are responsible for the role.

A job description for the Designated Safeguarding Lead is included – appendix 1.

Training

The DSLs are trained every two years in child protection and inter-agency working including informal updates. They are also updated annually. Training is provided by the local social services department and approved external welfare agencies. (This will also include training with the College of Policing on the Channel General Awareness module.)

All staff at Lockers Park are trained in child protection during induction and undertake level 1 training every three years. They are also provided regular updates with regard to new legislation in line with LSCB and includes prevent and online safety training.

All staff, including temporary staff and volunteers, will have induction training that includes:

- The school's safeguarding policy
- The staff Code of Conduct, (including the whistleblowing procedure, acceptable use of ICT, staff pupil relations and communications, and advice of the use of social media)
- The behaviour policy

- The safeguarding response to children who go missing from education
- The identity of the designated person
- A copy of part 1 of KCSIE and Annex a

At Lockers Park, all employees sign a declaration to say they have read the Safeguarding Policy and part 1 of KCSIE including Annex A. All staff who were employed prior to the KCSIE being published have also signed a declaration to say they have read part 1 of the KCSIE.

The DSL provides the Prefects with basic Safeguarding awareness training and meets regularly with them.

The school ensures that online safeguarding is part of the curriculum and seeks to help pupils to ensure that their online behaviour minimises risks to themselves and to ensure that they have safe access to the internet.

The school also helps to keep parents informed about online safety so that the school and the parents are working together for the safety of the pupils at school and at home.

Mobile phone and cameras

Mobile phones may not be used in EYFS, except in the case of an emergency. Photographs taken of the children should be part of planned activities and should be taken with school cameras only. Other guidance for the use of mobile phones can be found in the staff code of conduct.

Staff responsibilities

There is a professional responsibility for all adults working with children to be vigilant to the possibility that a child may be suffering significant harm and to take action if abuse or neglect is suspected.

Everybody at Lockers Park is involved in safeguarding: anyone can make a referral.

Staff are not allowed to investigate any safeguarding incident involving a member of their family or a close friend of their family. This includes the DSL and DDSL.

All staff 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.

Helping Children to Keep Themselves Safe

Our approach is designed to help children to think about risks they may encounter and have help to work out how those risks might be overcome and the support available to them. Discussions about relationships and risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are also reminded regularly about e-safety, including sexting and tackling bullying procedures including the legalities and consequences.

The school continually promotes an ethos of respect for children and the emotional health and wellbeing of our students is important to us. Pupils are encouraged to speak to a member of staff in confidence about any worries they may have.

Types of abuse and neglect

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

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

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.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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.

Peer on peer/child on child abuse

Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals. All incidents of this nature are recorded on ISAMs and monitored by the pastoral team.

If an allegation of abuse is made against a pupil and there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, the pupil may be suspended from the School during the investigation and minimising the risk of repeated abuse. Abuse is never tolerated or passed off as 'banter' and victims of peer on peer abuse will be supported. Lockers Park promotes good education on the negative impact of sexting on the lives of children, through our PSHE programme and all cases are recorded by the DSL.

The School will take advice from the Designated Officer on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all students involved including the pupil or pupils accused of abuse. If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the School will ensure that the pupil is supported during the interview by an appropriate adult. In the case of pupils living abroad, the pupil's Guardian will be requested to provide support to the student and to accommodate him if it is necessary to suspend him during the investigation. If the abuse is by one or more pupils against another pupil when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer significant harm' then any such abuse should be referred to the local agencies. In the event of such disclosures about pupil on pupil abuse the school should ensure that all pupils involved, whether perpetrator or victim, are treated as being 'at risk'.

Staff should be particularly alert to pupils' relationships with each other and the potential for peer abuse within the Boarding House as well as across the rest of the school. Staff should also note that children with SEN and disabilities are more likely to be abused or neglected and should be especially alert to the wellbeing of pupils on the SEND list and ensure that there is early intervention to give support if there are any concerns.

Female Genital Mutilation (FGM)

Staff need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. Staff are made aware that it is a legal requirement for staff to personally report concerns to the police directly as well as the DSL.

Signs and behaviours which may indicate that a child is at risk or has undergone FGM:

- A girl may talk about pain or discomfort between her legs
- Be particularly reluctant to undergo normal medication examinations.
- Prolonged absence from school with noticeable behaviour changes
- Frequent urinary or stomach problems
- A girl confiding that she is attending a special occasion

Domestic Abuse

Domestic Abuse is defined as any incident or pattern of incidents of controlling, coercive or 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.

Honour Based Abuse

Honour Based Abuse (HBA) is violence and abuse in the name of honour, covering a variety of behaviours (including crimes), mainly but not exclusively against females, where the person is being punished by their family and/or community for a perceived transgression against the 'honour' of the family or community, or is required to undergo certain activities or procedures in 'honour' of the family.

Complex and Organised Abuse

Complex and organised abuse may be defined as abuse involving one or more abusers and a number of related or non-related abused children and may take place in any setting. The adults concerned may be acting in concert to abuse children, sometimes acting in isolation or may be using an institutional framework or position of authority such as a teacher, coach, faith group leader or be in a celebrity position to access and recruit children for abuse.

County lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line".

Upskirting

The Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019. 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender, can be a victim.

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. 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. All staff will take concerns of this nature seriously and the pupil will be supported and kept safe.

Preventing Radicalisation

The school recognises its duty under the Counter-Terrorism and Security Act to have due regard to the need to prevent people from being drawn into terrorism. The school builds pupils' resilience to radicalisation (the process by which people come to support terrorism and the forms of extremism leading to terrorism) by promoting fundamental British values. (See Promoting British Values Policy)

Staff should be aware of the following issues which may be signs of radicalisation:

- expression of views by a child or the child's family members which suggest that a child may be susceptible or exposed to a terrorist ideology
- changes in children's behaviour which could indicate that they may be in need of help or protection
- seeking to hide their views
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views

If staff have concerns about children's vulnerability to radicalisation they should report this to the DSL as with other safeguarding concerns.

Missing Children

The school will treat any incidents of missing children or children who run away as potential cases of abuse and will liaise with external agencies (police and or Hertfordshire Safeguarding Children Partnership (HSCP) as appropriate) (see [Missing Child Policy](#)).

Concerns about a child

Any member of staff may become aware of a child in distress or suspicious that a child may have been maltreated.

These are some of the signs and behaviours which may indicate that a child is being abused, but is not a definitive list:

Indicators of abuse or neglect:

- Children whose behaviour changes – they may become aggressive, challenging, disruptive, withdrawn or clingy, or they might have difficulty sleeping or start wetting the bed;
- Children with clothes which are ill-fitting and/or dirty;
- Children with consistently poor hygiene;
- Children who make strong efforts to avoid specific family members or friends, without an obvious reason;
- Children who don't want to change clothes in front of others or participate in physical activities;
- Children who are having problems at school, for example, a sudden lack of concentration and learning or they appear to be tired and hungry;
- Children who talk about being left home alone, with inappropriate carers or with strangers;
- Children who reach developmental milestones, such as learning to speak or walk, late, with no medical reason;
- Children who are regularly missing from school or education;
- Children who are reluctant to go home after school;
- Children with poor school attendance and punctuality, or who are consistently late being picked up;
- Parents who are dismissive and non-responsive to practitioners' concerns;
- Parents who collect their children from school when drunk, or under the influence of drugs;
- Children who drink alcohol regularly from an early age;
- Children who are concerned for younger siblings without explaining why;
- Children who talk about running away; and
- Children who shy away from being touched or flinch at sudden movements

Emotional

- Children who are excessively withdrawn, fearful, or anxious about doing something wrong;
- Parents or carers who withdraw their attention from their child, giving the child the 'cold shoulder';

- Parents or carers blaming their problems on their child; and Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

Physical

- Children with frequent injuries;
- Children with unexplained or unusual fractures or broken bones; and
- Children with unexplained: - bruises or cuts; - burns or scalds; or - bite marks.

Sexual abuse

- Children who display knowledge or interest in sexual acts inappropriate to their age;
- Children who use sexual language or have sexual knowledge that you wouldn't expect them to have;
- Children who ask others to behave sexually or play sexual games; and
- Children with physical sexual health problems, including soreness in the genital and anal areas, sexually transmitted infections or underage pregnancy

Sexual Exploitation

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or don't take part in education

Neglect

- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g. not having a winter coat;
- Children who are living in dangerous conditions, i.e. around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care ; and
- Parents who fail to seek medical treatment when their children are ill or are injured.

Any of these signs may not be evidence themselves but may be a warning, especially if many of the signs occur together or a pattern emerges.

Early help is recognised as essential in any situation where there are concerns about a child. This will mean that the school will seek to provide support as soon as a problem emerges at any point in a child's life. In the first instance staff should discuss the need for early help with the DSL. Early help may involve support from the class teacher or personal tutor or from another member of the staff who is able to offer suitable pastoral counselling; judgment as to the member of staff with whom a particular child is likely to be most open will be exercised. It may be necessary to involve external counselling support for a child – this may be the School Listener or a representative of an external agency. The engagement of parents at this stage will also be considered.

Early information sharing is vital for the effective identification, assessment and allocation of appropriate service provision, whether this is when problems first emerge or when a child is already known to local authority children's social care.

Reporting

Staff are to report any safeguarding concerns, through the use of the school's MyConcern account. A member of staff observing or having been told by a child about possible abuse or neglect will need to submit a concern using the MyConcern portal, without delay. Document the full account using the child's own words as far as possible. Take the concerns seriously and listen sympathetically. Do not ask leading questions. Record the date and time of disclosure. MyConcern will alert the DSL and DDSLs immediately. Lockers Park records all matters of suspected or proven child abuse. This record will be kept securely by the Designated Safeguarding Lead and any records will be passed to each successive Headmaster (or DSL) so that they are properly apprised of any previous issues.

Any member of staff may make a direct referral to external agencies and the contact details of the LADO are therefore included in this policy; staff who make their own referral should inform DSL that they have done so. If at any time, there is a risk of immediate serious harm to a child a referral will be made to Children's Social Care immediately. If a crime may have been committed the matter will be reported to the Police. Each child who has been referred into local authority children's social care should have an individual assessment to identify their needs and to understand the impact of any parental behaviour on them as an individual.

Staff who are speaking to a child who has raised an issue of safeguarding concern about themselves or another pupil should never promise that they will not tell anyone about an allegation. It will not be appropriate to promise unconditional confidentiality as information will need to be shared with relevant staff in school and perhaps with children's social care.

All staff should reassure victims that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

Staff will report concerns to the DSL or to the DDSL, or in their absence to the Headmaster. This should be done without delay via MyConcern. During term time the DSL (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. In exceptional circumstances this discussion could be by phone or email, but face to face discussion is preferred. Contact details are made available to staff. In the DSL's absence from school, both of the DDSLs should be aware and make themselves available for staff to raise any safeguarding concerns. Should a member of staff experience issues logging in to their MyConcern account, they must notify the DSL or DDSL without delay.

It may be that advice is sought from the Local Authority Designated Officer (LADO) concerning borderline cases. It will always be the case that the school will seek to ensure that children receive

the right help at the right time, to address risks and prevent issues escalating, to act on early signs of abuse and neglect, to keep clear records, to listen to the views of the child, to reassess concerns when situations do not improve and to share information quickly.

The school recognises that there is a difference between safeguarding children who have suffered or are likely to suffer significant harm and those who are in need of additional support from one or more agencies. The former will be reported via the LADO to Children's Social Care agencies or the police immediately, whereas the latter will lead to inter-agency assessment such as the "Families First Assessment". Referrals do not require parental consent in the interests of pupil safety.

If any allegations of historic or non-recent abuse are brought to the attention of the School, these will be forwarded to the police Online Safeguarding Risks

The school recognises that the use of technology has become a significant component of many safeguarding issues including child sexual exploitation, radicalisation and sexual predation. There are three broad areas of risk:

- content: being exposed to illegal, inappropriate or harmful material
- contact: being subjected to harmful online interaction with other users
- conduct: personal online behaviour that increases the likelihood of or causes harm.

The school seeks to ensure that there are appropriate internet filters and monitoring of internet use in place. Similarly, there is a clear policy on the use of mobile technology in school such that day pupils do not bring their own devices into school and boarders have restricted use at specified times. The pupils are taught as part of the Computing and PSHE schemes of work about the risks of online technology and how to keep themselves safe online. Staff are regularly briefed concerning online safety and issues to be aware of in regard to pupil behaviour online.

Safer Recruitment

Lockers Park follows the Government's recommendations for the safer recruitment and employment of staff who work with children and the ISI guidance in Part 4 of the regulations concerning the suitability of staff, supply staff and proprietors. All members of the teaching and support staff at the school, including part-time staff, temporary and supply staff, and visiting staff, such as musicians and sports coaches, are checked with the Disclosure and Barring Service before employment. In addition all Governors, Volunteer Helpers and adult members of the families of members of staff who live on site and have contact with children are also checked with the DBS.

This policy works in conjunction with the Lockers Park Safer Recruitment Policy.

Standard application forms are required of all applicants for positions in the school and CVs are not accepted. References are taken up using a standard reference form prior to interview and job descriptions and person specifications are provided to referees. Identity checks, qualifications, right to work in the UK and the completion of a medical questionnaire are carried out at the time of the interview where possible. Safeguarding questions are included at every interview and the school

aims to ensure at least one person on every interview panel has been trained in safer recruitment. References and career history are scrutinised as part of the recruitment process for potential staff.

When responding to a request by potential employers for current or past staff who may be/have been under suspicion of being unsuitable to work with children, they are advised to contact the Disclosure and Barring Service (DBS) and Teaching Regulation Agency (TRA). The School fulfils its legal duty to respond to requests from the DBS for any information it has on record for new referrals after 20th Jan 2009 or existing referrals at 20th Jan 2009 where barring was not automatic.

Confidentiality

Staff must recognise that all matters relating to child protection are confidential. The DSL will disclose personal information about a pupil to other members of staff on a need to know basis only. However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another.

Lockers Park will always undertake to share our intention to refer a child to Social Care with their parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Education Safeguarding Advisory Service or Social Care (First Response Team) on this point. Pupils who have suffered or are likely to suffer significant harm should be reported to Children's Social Care immediately. Those pupils who are in need of additional support from one or more agencies should go through the inter-agency process, including use of the 'Common Assessment Framework' (CAF) and 'Team around the Child' (TAC) approaches. All allegations should be reported within 24 hours.

Dealing with allegations against a member of staff including contractors, supply staff and volunteers.

All school staff should take care not to place themselves in a vulnerable position with a child and to minimise the possibility of allegations being raised against them. We understand nonetheless that a pupil may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headmaster or The Safeguarding Governor if the Headmaster is not present. The Headmaster/senior teacher on all such occasions will discuss the content of the allegation with the Designated Officer immediately and definitely within 24 hours. There should be no unnecessary delays and the school will not undertake their own investigation of allegations without prior consultation with the Designated Officer, or in the most serious cases, the Police, so as not to jeopardise statutory investigations.

If the allegation made to a member of staff concerns the Headmaster, the person receiving the allegation will immediately inform the Chair of Governors who will consult the Designated Officer, without notifying the Headmaster first. The subject of the allegation will be informed as soon as it is possible to do so following advice from the Designated Officer and other agencies.

Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult in making this decision. If an allegation is made against a member of boarding staff, the school will make arrangements for alternative accommodation away from children if the staff member is suspended pending investigation of a child protection nature. If there has been a substantiated allegation against a member of staff, the school should work with the Designated Officer to determine whether there are any improvements to be made to the school's procedures to help prevent similar events in the future.

In cases involving EYFS the DSL or Headmaster will ensure that Ofsted are notified as soon as is reasonably practicable, but within 14 days of any allegations of abuse involving any adult working or volunteering or governing at the school.

Reporting dismissed teachers to the Disclosure and Barring Service (DBS)

Lockers Park understands that it is a legal requirement to notify the DBS within one month if the services of a person are discontinued because they were considered unsuitable for work with children and meet the DBS criteria for referral. Failure to report constitutes an offence. (Contact details for DBS: <https://www.gov.uk/government/organisations/disclosure-andbarring-service/about>) We would also consider making a referral to the Teaching Regulation Agency (TRA) where a dismissal does not reach the threshold for DBS referral.

Record Keeping

Prior to a child joining the school the DSL writes to the previous school requesting feedback and documentation on any child with a history of requiring protective measures.

Where a pupil transfers from our school to another school / educational setting (including colleges), their child protection records will be forwarded to the new educational setting. These will be marked 'Confidential' and for the attention of the receiving school's designated safeguarding lead. We will obtain evidence that the paperwork has been received by the new school and then destroy any copies held in our school. Where appropriate, the designated safeguarding lead may also make contact with the new educational setting in advance of the child's move there, to enable planning so appropriate support is in place when the child arrives.

Reviewing Procedures

Any child protection incidents at the School will be followed by a review of the safeguarding procedures within the School by the Designated Safeguarding Lead. Where an incident involved a

member of staff, the Designated Officer (LADO) will assist in this review to determine whether any improvements can be made to the School's procedures. Any deficiencies or weaknesses in regard to child protection arrangements at any time will be remedied without delay.

Whistle blowing

The school's Whistle Blowing Policy makes it clear that it is the duty of employees and volunteers to report any concerns or allegations about behaviour of colleagues or practices which are likely to put children at risk of abuse or serious harm.

We want everyone to feel able to report any child protection / safeguarding concerns. However, for members of staff who feel unable to raise these concerns internally, they can call the the NSPCC whistleblowing helpline on: 0800 028 0285 (line is available from 8:00 AM to 8:00 PM, Monday to Friday) or email: help@nspcc.org.uk.

Parents or others in the wider school community with concerns can contact the NSPCC general helpline on: 0808 800 5000 (24 hour helpline) or email: help@nspcc.org.uk.

E-safety and ICT

It is the duty of the ICT staff to ensure that Internet access and electronic communication is as safe as possible. The ICT staff have responsibility for educating staff and pupils in the best safe practice in electronic communication. This includes the importance of pupils safeguarding themselves against grooming. Staff are trained to notice warning signs where this might be taking place. The School operates a filtering system to ensure that pupils are safe when accessing the internet.

Visiting Speaker

The schools Visiting Speaker Policy makes it clear that we try to enrich the pupils' education by extending their educators to a wider body.

Within this we try to ensure the information is aligned to the Christian ethos and values of the school and British values which include democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs.

For more information please refer to the Visiting speaker policy.

Hertfordshire Child Protection Contact Number

Designated Officer Hertfordshire: Tony Purvis – 01992 555420 or 07920283106

School Liaison Officer: Laura Andrews – 07788567906

Targeted advice (SLO): 01438 737511

Childrens' Services Service: 0300 1234043

If someone is in immediate danger call 999

Hertfordshire Safeguarding Children Partnership (HSCP): 01992 588757

HSCB Office, Room 127, County Hall, Hertford, Herts, SG13 8DF – admin.hscb@hertscc.gov.uk

NSPCC Whistleblowing 08000280285 help@nspcc.org.uk

Teaching Regulation Agency (TRA)

Contact is made using the Teacher Referral procedures at:

<https://www.gov.uk/government/publications/teacher-misconduct-referral-form>

Prevent

To raise concerns relating to extremism:

DfE helpline: 020 7340 7264

Or by email to: counter-extremism@education.gsi.gov.uk

FGM

All concerns relating to FGM should be reported to the local police on 101 or in an emergency 999.

Related Policies

- [Pupil Computing Acceptable Use Policy](#)
- [Anti-Bullying Policy](#)
- [Behaviour Policy](#)
- [Code of Conduct Policy](#)
- [Educational Visits Policy](#)
- [Health & Safety Statement of Intent](#)
- [Safer Recruitment](#)
- [SEND Policy](#)
- [Visiting Speaker Policy](#)
- [Whistleblowing Policy](#)
- [Hertfordshire Safeguarding Continuum of Needs Document](#)

Safeguarding Referral Form

Appendix 1 - Job Description of Designated Safeguarding Lead and Deputies

Main Responsibilities of the Designated Safeguard Lead are set out in KCSIE September 2021 Annex C.

Manage referrals

The designated safeguarding lead is expected to refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care;
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- where a crime may have been committed to the Police as required. NPCC - When to call the police should help understand when to consider calling the police and what to expect when working with the police.

Working with others

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff;
- act as a point of contact with the safeguarding partners;
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member;
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs co-ordinators (SENCOs), or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically;
- liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college. This includes:
 - ensure that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort;

and,

- support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Information sharing and managing the child protection file

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date.

Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of this guidance.

Where children leave the school or college (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.

Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

Raising Awareness

The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part-time staff;
- ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;

- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this;
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements; and,
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.

Training, knowledge and skills

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners;
- 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 or college;
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses;

and,

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

Providing support to staff

Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes; and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

Understanding the views of children

It is important that children feel heard and understood. Therefore, designated safeguarding leads should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them; and,
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and sharing information

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of this document, and therefore the designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and,
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping

Staff Signature

I have read and have understood the School Safeguarding Policy and Part 1 of the Keeping Children Safe in Education document and any questions which I may have had have been clarified by GT, the Designated Safeguarding Lead in charge.

Signed _____

Capitals _____

Date _____