



## LOCKERS PARK SCHOOL

### SAFEGUARDING POLICY

Date Last Updated	By...	Date of next review
September 2018	GT	September 2019
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September 2019	GT	September 2020
April 2020	GT	September 2020
September 2020	GT	September 2021
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September 2025	NC	September 2026
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## Introduction

This policy sets out how the Proprietor and Senior Leadership Team of Lockers Park is carrying out its statutory responsibility in ensuring they maintain proper oversight of safeguarding, in accordance with Section 175 of the Education Act 2002.

The safeguarding link governor is appointed and trained to support and challenge the DSL in their role as safeguarding lead. They will ensure that the safeguarding policy is effective, alongside all associated policies. The governor will meet at least once termly with the DSL to monitor responses and procedures, including assuring the SCR is checked appropriately and up to date. The safeguarding link governor will be a point of contact and will provide a 'check system' for the DSL and DDSL's. Where appropriate, they will meet with staff and parents to receive feedback and ensure that all safeguarding procedures are effective. The role of safeguarding governor is essential to the safeguarding processes in Lockers Park and as such, the governor will work closely with senior leadership to ensure a clear and concise system is in place and the students' needs are catered for.

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

Safeguarding and promoting the welfare of children is defined as:

Protecting children from maltreatment, whether that is within or outside the home, including online, preventing impairment of children's health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. Children includes everyone under the age of 18.

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 students 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 the appropriate manner. 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 2025

Hertfordshire Safeguarding Children Partnership (HSCP) – Local Safeguarding Procedures Manual – 2023

A strategy for early help in Hertfordshire – Families First Website

Working together to safeguard children – 2023

ISI handbook for the inspection of schools (regulatory requirements) – September 2023

The early years foundation stage (statutory framework) – Sept 2023

Independent schools standards regulations – April 2019

The prevent duty (DfE guidance for schools) – 2024

Counter-Terrorism and Security Act 2015

Children missing education – 2024

Child sexual exploitation: definition and guide for practitioners – February 2017

The use of social media for on-line radicalisation or CEOP's Think know website

Designated Safeguard Leads (DSL)

All safeguarding matters are referred to:

Designated Safeguarding Lead:

Ms Noeleen Corrigan – Deputy Head

[ncorrigan@lockerspark.co.uk](mailto:ncorrigan@lockerspark.co.uk)

Deputy designated safeguarding lead:

Mrs Lucy Newman – Assistant Head Pastoral and House Parent [lnewman@lockerspark.co.uk](mailto:lnewman@lockerspark.co.uk)

Mrs Belinda Phillips – Teacher [bphillips@lockerspark.co.uk](mailto:bphillips@lockerspark.co.uk)

Mr Daniel Saunders – Head of Classics [dsaunders@lockerspark.co.uk](mailto:dsaunders@lockerspark.co.uk)

Safeguarding Governor: Mr Simon Taylor

Chair of Governors: Mr Chris Lister

Headmaster

Mr Gavin Taylor – Headmaster [gtaylor@lockerspark.co.uk](mailto:gtaylor@lockerspark.co.uk)

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.

### **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 student relations and communications, the low-level concerns policy, and advice on the safe use of social media)

The behaviour policy

The safeguarding response to children who go missing from education

The role and identity of the DSL and deputies

Manage a report of child-on-child sexual violence and sexual harassment

A copy of part 1 of KCSIE and Annex B

At Lockers Park, all employees sign a declaration to say they have read the Safeguarding Policy and part 1 of KCSIE including Annex B. 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 and School Listeners 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 students 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 students at school and at home.

Governors receive appropriate safeguarding and child protection training at induction, alongside updates relevant to their role. This training equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place at Lockers Park are effective and support the delivery of a robust whole school approach to safeguarding.

### **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, neglect and exploitation 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 neglect, 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.

### **Safeguarding**

Safeguarding and promoting the welfare of children is defined as:

Protecting children from maltreatment, whether that is within or outside the home, including online, preventing impairment of children's health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes. Children includes everyone under the age of 18.

## 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. Students are encouraged to speak to a member of staff in confidence about any worries they may have.

### Types of abuse, neglect and exploitation

**Abuse:** a form of maltreatment of a child. Somebody may abuse, neglect or exploit 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.

Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. It must be noted that children can experience harm where they see, hear or experience the effects of domestic abuse.

**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.

### **Affluent Neglect**

Affluent neglect refers to the neglect experienced by children in wealthy families. This can be more difficult to spot, as the kind of neglect experienced by children and young people in these circumstances is often emotional.

There are a few risks that children from all walks of life face; being a child in an affluent family is often perceived to protect those children from some of these dangers. Children from wealthier, more "stable" families aren't as sheltered from neglect as is often assumed.

### **Emotional Neglect**

In wealthy families, it can be the case that parents work long hours, leaving children in the care of paid nannies or au pairs. This can create a disconnect emotionally and leave children feeling lonely, with their emotional needs unfulfilled by their parents.

Affluent parents may also put a high amount of pressure on their children to succeed at school, which can sometimes lead to psychological and emotional problems for children.

Parental Alcohol and Substance Abuse, Domestic Violence, and Parental Mental Illness

These three factors are known as the "Toxic Trio" and are frequently considered as problems that only occur in poorer families, when, in reality, they can be found in any type of family and have lasting effects on the children in the home.

### **Drug Use and Sexual Activity**

It can be the case that, due to a lack of parental supervision and guidance, wealthier parents may have a more relaxed attitude to the risks their children take, or in many cases aren't sufficiently present or available to know about what their children are doing. This often leads to increased risks for their children, who often have the financial access to facilitate drug abuse and the independence to engage in harmful sexual activity.

### **Why is Affluent Neglect often overlooked?**

There are several barriers that may prevent more affluent children, who are experiencing these types of neglect, from accessing the support they need. Firstly, their symptoms may be harder to spot. The nature of emotional neglect can make it much harder to identify than other types of neglect. For example, due to the family having hired help to care for the children they may present as clean, well-dressed, and properly fed when they are, in reality, experiencing emotional neglect.

Staff training often focuses on children from poor or working-class families, so staff in educational settings may not be adequately trained to identify and intervene with cases of neglect among their wealthier families.

Wealthy families are often not 'on the radar' of protective services. There may also be increased hostility towards agencies, such as social services, from more affluent families, making it more difficult to improve outcomes for children in these circumstances.

The role of unconscious bias also needs to be considered when working with children from wealthier families. Schools and school staff may miss important pieces of the puzzle when they assume that children from wealthy families are less at risk than those from poorer backgrounds. These children may be coming in with new clothes bearing expensive brand labels. It is easy to make presumptions from these indicators that a child is being well looked-after.

Children attending boarding school are even more difficult to identify as neglected. Their parents may often live out of the area or even out of the country. This adds another layer of complexity and can prove challenging, not only for identifying issues in their home life, but also for corresponding with parents to improve child outcomes.

### **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.

### **Child on child abuse**

Children can abuse other children. This is generally referred to as **child-on-child 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 student and there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, the student 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 child-on-child 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.

Child-on-child abuse is any form of physical, sexual, emotional and financial abuse, and coercive control, exercised between children, and within children's relationships (both intimate and nonintimate), friendships and wider peer associations." Firmin, C., Abuse between Young People: A Contextual Account. 2017. Oxon: Routledge.

Child-on-child abuse can and does happen in a whole range of settings that children attend, however it often goes unseen. It might take place online, for example, or away from the school or setting. Therefore, training is offered to staff to help them recognise the signs, and know what to do. All children are capable of abusing their peers, and this is most likely to include, but may not be limited to:

- bullying (including cyber bullying);

Abuse in intimate personal relationships between peers

- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- youth and serious youth violence
- sexual violence, such as rape, assault by penetration and sexual assault;
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse;
- upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- Consensual and non-consensual sharing of nudes and semi nude images or videos (see further below)
- sexting (also known as youth produced sexual imagery); and
- Initiation/hazing type violence and rituals.
- Harmful sexual behaviour

- Relationship abuse, teenage relationship abuse or domestic violence
- Child sexual exploitation
- Prejudice –based violence Online child-on-child abuse is any form of child-on-child abuse with a digital element, for example, sexting, online abuse, coercion and exploitation, child-on-child grooming, threatening language delivered via online means, the distribution of sexualised content, and harassment.

Staff should be aware that child-on-child abuse can happen inside or outside school. Any concerns in this regard must be reported to the DSL.

Staff must challenge abusive behaviours between peers, using the school sanctions system where appropriate.

Children should be encouraged to report abuse, knowing their concerns will be treated seriously.

Staff should never become complacent – they must recognise that even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being reported.

It should be noted that whilst it is more likely that girls will be victims and boys perpetrators, ALL child-on-child abuse is unacceptable and will be taken seriously.

#### **What is the school ethos on child sexual violence and harassment?**

We are proud to say that our culture is ever evolving. We are a prep school which is keen to prepare their boys for the real world, a world where respect towards all genders is vital. Our boys are taught that respect is given without question. From their arrival in the school, they benefit from the scientific approach to an all-boys education, whilst taking part in many co-ed projects and events.

Through a comprehensive PSHE programme, our boys learn the value of women in society. A key feature of their learning is 'Inspirational Women Throughout History'. We explore the damage caused by gender stereotypes, a segregated society and Section 28. The boys are encouraged to take action by campaigning their school and local MP to make a real change. Cross curricular projects further enhance their learning, exploring many aspects of the topic. For items such as RSE and Gender Stereotyping, workshops are hosted, to ensure that our boys receive a dedicated session, which allows for exploration and open questioning. No topic is taboo and respect is key – that is the vital lesson here.

In creating connections with co-ed and local girls' schools, we ensure that our boys are not isolated in their learning. They are encouraged to listen to their peers, understand their message and be the change society needs. Our boys have partaken in a media club at Abbots Hill School, allowing them the opportunity to socialise with and learn alongside girls their age. They play matches against fellow co-ed and single sex schools and with the development of our debating programme, this 'blending' with other schools is sure to create more ideas, connections and relationships.

We take pride in our safeguarding culture. This responsibility does not rest entirely with the boys. CPD for staff is delivered on important issues, such as gender identity, positive language and metacognition. Concerns are acted upon swiftly and with discretion. Disrespect or intimidation in

any form is not tolerated. We learn from our actions and actively work to improve our culture. We are here to create men who empower, care and understand.

The School will take all appropriate action to ensure the safety and welfare of all students involved including the student or students accused of abuse. If it is necessary for a student to be interviewed by the Police in relation to allegations of abuse, the School will ensure that the student is supported during the interview by an appropriate adult. In the case of students living abroad, the student'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 students against another student 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 student on student abuse the school should ensure that all students involved, whether perpetrator or victim, are treated as being 'at risk'.

Staff should be particularly alert to students' 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, neglected or exploited and should be especially alert to the wellbeing of students on the SEND list and ensure that there is early intervention to give support if there are any concerns.

It should be noted that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further explanation;

these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children

the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and

communication barriers and difficulties in managing or reporting these challenges.

### **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. Students in our care may witness FGM in their lifetime or suspect that a family member or friend is/has been subjected to FGM. Staff will remain aware that boys may present this issue to them and act accordingly.

Students are educated about FGM through their RSE lessons; gaining a better understanding of how to identify dangers to female members of their community and how to express concerns in this regard. Students learn that safeguarding is everyone's responsibility and how to identify safe and toxic relationships within their community.

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. Domestic abuse can be psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

### **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.

### **Child abduction and community safety incidents**

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members, by people known but not related to the victim (such as neighbours, friends and acquaintances) and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

### **Children and the court system**

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for any crimes they have witnessed.

### **Children missing education (CME)**

Children missing from education (CME), refers to all children of compulsory school age who are not on the roll of a school, nor being educated otherwise (privately or in alternative provision for example) and who have been out of any educational provision for a substantial period of time (usually agreed as four weeks or more). Any child or young person who is missing education, may not only be at risk of poor educational development but also their safety and wellbeing.

## **Children with family members in prison**

There can be many barriers to children and young people telling us that they have a family member in prison, for example shame, stigma and embarrassment. You may find that children have been told that their family member is “staying away”, therefore not knowing the true reason as to why that person is not around.

## **Modern slavery and the national referral mechanism**

‘Modern slavery’ is an umbrella term for activities involved when one person obtains or holds another person in slavery or servitude, or requires another person to perform forced or compulsory labour.

‘The National Referral Mechanism’ (NRM) is the framework through which potential victims of trafficking in the UK are identified, so that they can be supported and protected. It is a particular process to be followed when it is suspected that an adult or a child might be a victim of trafficking. In the case of a child, the child’s best interests will be a primary consideration in the decision to make, or not to make, a referral into the NRM.

## **Cybercrime**

Cybercrime is any criminal activity that involves a computer, networked device or a network. While most cybercrimes are carried out in order to generate profit for the cybercriminals, some cybercrimes are carried out against computers or devices directly to damage or disable them.

## **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child’s welfare. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

## **Forced Marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example).

The response to a report of sexual violence and sexual harassment between children in school and colleges

Sexual violence and sexual harassment can occur between two children of any age and sex from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable.

It is essential that all victims are reassured 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 sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

A child abusing another child may be a sign they have been abused themselves or a sign of wider issues that require addressing within the culture of the school or college. Taking disciplinary action and providing appropriate support, can, and should, occur at the same time if necessary.

### **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 student 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 students’ 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).

Consensual and non-consensual sharing of nude and semi-nude images and / or videos (also known as sexting or youth-produced sexual imagery).

Making, possessing and distributing indecent imagery of someone under 18 is illegal. 'Indecent' imagery does not always mean nudity; however, images are likely to be defined as such if they meet one or more of the following criteria:

- nude or semi-nude sexual posing e.g. displaying genitals and/or breasts or overtly sexual images of young people in their underwear
- someone nude or semi-nude touching themselves in a sexual way
- any sexual activity involving a child
- someone hurting someone else sexually
- sexual activity that includes animals The non-consensual sharing of private sexual images or videos with the intent to cause distress is also illegal.

The sharing of nudes and semi-nudes of under 18s by adults (18 and over) constitutes child sexual abuse; the school will always inform the police as a matter of urgency.

**Once a disclosure has been made:**

- the DSL will hold an initial review meeting with appropriate staff (this may include the staff member(s) who heard the disclosure)
- there will be subsequent interviews with the student(s) involved (if appropriate); images will only be viewed if it is necessary to safeguard the student
- parents will be informed at an early stage and involved in the process in order to support the student(s) (unless there is good reason to believe that involving them would put the student at risk of harm)

an immediate referral will be made to police and/or children's social care.

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, providing help and support to meet the needs of children as soon as problems emerge. 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.

### **Mental Health**

At Lockers Park, we are committed to supporting the mental health and wellbeing of our students and staff. Our culture is supportive, caring, and respectful. We encourage students to be open and we want each student to have their voice heard. At our school, we know that everyone experiences different life challenges, and that each of us may need help to cope with them sometimes. We understand that anyone and everyone may need additional emotional support. At our school, positive mental health is everybody's responsibility. We all have a role to play.

#### **Being a small and caring school, we will always:**

- Help children to understand their emotions and experiences better.
- Ensure our students feel comfortable sharing any concerns and worries.
- Help children to form and maintain relationships.

- Encourage children to be confident and help to promote their self-esteem.
- Help children to develop resilience and ways of coping with setbacks.

**We will always promote a healthy environment by:**

- Promoting positive mental health and emotional wellbeing in all students and staff.
- Celebrating both academic and non-academic achievements.
- Promoting our school values and encouraging a sense of belonging and community. • Providing opportunities to develop a sense of worth and to reflect.
- Promoting our students' voices and giving them the opportunity to participate in decision making.
- Celebrating each student for who they are and making every student feel valued and respected.
- Adopting a whole school approach to mental health and providing support to any student that needs it.
- Raising awareness amongst staff and students about mental health issues and their signs and symptoms.
- Enabling staff to respond to early warning signs of mental-ill health in students.
- Supporting staff who are struggling with their mental health.

Key elements in our mental health provision are;

Student Listeners – a group of Year 7 & 8 boys who are trained in listening and safeguarding. They attend to prearranged appointments and are available around the school, identifiable by their yellow badges, for any student to speak with. They report directly to our Mental Health Champions and meet regularly to report and refresh their training.

Mental Health First Aider – Noeleen Corrigan

Mental Health Champion – Carol Sheard

Wellbeing Survey – a weekly survey completed by all students in the prep school. This allows tutors and mental health leads to recognise mental health and safeguarding concerns, whilst allowing the child another forum of support.

Quiet space – our 'quiet living room' is a space available to boys who may need to separate themselves from the business of school and boarding life.

Mental Health mentors – a member of staff allocated to a child for support and guidance away from their tutor group.

School Counsellor – available to select boys once a week on the premises.

Form tutors – the student’s first point of contact and strongest advocate. The form tutor maintains the connection between home and school – ensuring that the student’s needs are met.

School Listener – available to the boarders on a termly basis. The Listener visits the boys to chat with them about their boarding experiences.

Weekly meetings – the teaching staff meet weekly to discuss the wellbeing of students, detailing any special measures to be taken.

Pastoral Care Plan – generated by our SEND department and Mental Health Champions, the PCP is created by coordinating with school contacts, parents and in discussion with the boy

A strong PSHE programme, which takes a cross-curricular approach

A clear rewards and sanctions scheme, which works to encourage boys to make mistakes and learn from their experiences

Social skills clubs and Zones of Regulation training

A comprehensive RSE curriculum, alongside trained staff and experienced teachers

A clear ethos of community and friendship, alongside a behaviour policy which sets out clear expectations and measures to prevent and tackle bullying, racism and child-on-child abuse.

Where children experience a range of emotional and behavioural problems that are outside the normal range for their age, they might be described as experiencing mental health problems or disorders. Mental health professionals have classified these as:

- emotional disorders, for example phobias, anxiety states and depression;
- conduct disorders, for example stealing, defiance, fire-setting, aggression and anti-social behaviour;
- hyperkinetic disorders, for example disturbance of activity and attention;
- developmental disorders, for example delay in acquiring certain skills such as speech, social ability or bladder control, primarily affecting children with autism and those with pervasive developmental disorders;
- attachment disorders, for example children who are markedly distressed or socially impaired as a result of an extremely abnormal pattern of attachment to parents or major care givers;
- Trauma disorders, such as post-traumatic stress disorder, as a result of traumatic experiences or persistent periods of abuse and neglect; and
- other mental health problems including eating disorders, habit disorders, somatic disorders; and psychotic disorders such as schizophrenia and manic depressive disorder.

Should a member of staff have concerns about the mental health of one of our students, they should report their concern via MyConcern. In the instance that a member of staff is concerned about the mental health or wellbeing of another member of staff, they should report this to the Headmaster.

## 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 Hertfordshire Safeguarding Children Partnership 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 student 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 to Hertfordshire Childrens Care Partnership 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 student 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 content, for example: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.

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

conduct: online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and

commerce: risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

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 students do not bring their own devices into school and boarders have restricted use at specified times. The students 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 student behaviour online.

### **Filtering and monitoring**

At Lockers Park we use a filtering and monitoring system which is supplied by Impero. This system regularly monitors the traffic on the network and the use of certain websites and search topics are restricted. The filtering and monitoring system is reviewed termly, the report is included in the end of term presentation to the pastoral and education governing body.

### **Responsibilities for filtering and monitoring.**

#### **The Governing Body**

The Governing Body has overall responsibility for monitoring this policy and holding the Headteacher to account for its implementation. The Governing Body will co-ordinate regular meetings with

appropriate staff to discuss online safety, and monitor online safety logs as provided by the Designated Safeguarding Lead (DSL).

All governors will:

- Ensure that they have read and understand this policy;
- Agree and adhere to the terms on acceptable use of the school's ICT systems and the internet;
- Ensure that online safety is a running and interrelated theme while devising and implementing their whole school or college approach to safeguarding and related policies and/or procedures;
- Ensure that, where necessary, teaching about safeguarding, including online safety, is adapted for vulnerable children, victims of abuse and some students with special educational needs and/or disabilities (SEND). This is because of the importance of recognising that a 'one size fits all' approach may not be appropriate for all children in all situations, and a more personalised or contextualised approach may often be more suitable.

### **The Headteacher**

The Headteacher is responsible for ensuring that staff understand this policy, and that it is being implemented consistently throughout the school.

### **The Designated Safeguarding Lead**

- The DSL takes lead responsibility for online safety in school, in particular;
- Supporting the Headteacher in ensuring that staff understand this policy and that it is being implemented consistently throughout the school;
- Working with the Headteacher, ICT technician and other staff, as necessary, to address any online safety issues or incidents;
- Managing all online safety issues and incidents in line with this policy;
- Ensuring that any online safety incidents are logged and dealt with appropriately in line with this policy;
- Ensuring that any incidents of cyber-bullying are logged and dealt with appropriately in line with the school behaviour policy;
- Updating and delivering staff training on online safety;
- Liaising with other agencies and/or external services if necessary;
- Providing regular reports on online safety in school to the Headteacher and/or governing board.

This list is not intended to be exhaustive.

### **The ICT Technician**

The ICT Technician is responsible for:

- Putting in place an appropriate level of security protection procedures, such as filtering and monitoring systems, which are reviewed and updated on a regular basis to assess effectiveness and ensure students are kept safe from potentially harmful and inappropriate content and contact online while at school, including terrorist and extremist material;
- Ensuring that the school's ICT systems are secure and protected against viruses and malware, and that such safety mechanisms are updated regularly;
- Conducting a full security check and monitoring the school's ICT systems on a monthly basis;
- Blocking access to potentially dangerous sites and, where possible, preventing the downloading of potentially dangerous files;
- Ensuring that any online safety incidents are logged and dealt with appropriately in line with this policy;
- Ensuring that any incidents of cyber-bullying are dealt with appropriately in line with the school behaviour policy. This list is not intended to be exhaustive.

### **All Staff and Volunteers**

All staff, including contractors and agency staff, and volunteers are responsible for:

- Maintaining an understanding of this policy;
- Implementing this policy consistently;
- Agreeing and adhering to the terms of the school's Appropriate Use Policy;
- Working with the DSL to ensure that any online safety incidents are logged and dealt with appropriately in line with this policy;
- Ensuring that any incidents of cyber-bullying are dealt with appropriately in line with the school behaviour policy;
- Responding appropriately to all reports and concerns about sexual violence and/or harassment, both online and offline and maintaining an attitude of 'it could happen here'.

This list is not intended to be exhaustive.

Staff must ensure that children do not have access to staff internet at any time. Students must log into devices using their own unique username and password, ensuring that filtering and monitoring systems are effective.

Students may not use the computer room without an adult in attendance. Adults should be actively monitoring the student's use of computers throughout the session. Whilst filtering and monitoring systems are in place, human oversight is required and expected.

### **Parents/Carers**

Parents/carers are expected to:

- Notify a member of staff or the Headteacher of any concerns or queries regarding this policy;
- Understand that their child has read, understood and agreed to the terms of the school's Appropriate Use Policy. Parents/carers can seek further guidance on keeping children safe online from the following organisations and websites:
  - What are the issues? – UK Safer Internet Centre
  - Hot topics – Childnet International
  - Parent resource sheet – Childnet International Visitors and Members of the Community Visitors and members of the community who use the school's ICT systems or internet will be made aware of this policy, when relevant, and expected to read and follow it.

### **Low Level Concerns**

A low-level concern is any concern, no matter how small, even if no more than causing a sense of unease or a 'nagging doubt', that a person working in or on behalf of the school may have acted in a way that:

is inconsistent with the school's Staff Behaviour and Code of Conduct, and

does not meet the harm threshold for a referral.

Examples of behaviour that could require reporting of a low-level concern include, but are not limited to:

being over friendly with children;

having favourites;

taking photographs of children on their mobile phone;

engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,

using inappropriate sexualised, intimidating or offensive language.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

Where a low-level concern has been identified, this will be reported as soon as possible to the Headmaster. However, it is never too late to share a low-level concern if this has not already happened. (Please see the Low Level Concern Policy)

Where the Headmaster is not available, the information will be reported to the Designated Safeguarding Lead (or deputy), i.e. the most senior member of SLT acting in this role.

Low-level concerns about the Designated Safeguarding Lead will be reported to the Headmaster and those about the Headmaster will be reported to the Chair of Governors.

Where the low-level concern has been reported to the Designated Safeguarding Lead, they will inform the Headmaster of the details as soon as possible.

### **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.

Online searches are conducted as part of the safer recruitment process. All candidates are notified during interview of online searches and any results of such.

### **Confidentiality**

Staff must recognise that all matters relating to child protection are confidential. The DSL will disclose personal information about a student 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. Students who have suffered or are likely to suffer significant harm should be reported to Children's Social Care immediately. Those students 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 student 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 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. Where there is a conflict of interests in reporting the matter to the Headmaster, the concern should be reported directly to LADO.

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. Where an allegation related to a member of supply staff provided by an agency, the agency should be fully involved.

Reports about supply staff and contractors should be notified to their employers so any potential patterns of inappropriate behaviour can be identified.

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 ISI 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.

### **Non-school activities on site**

Service providers may use the school site during the year, subsequent to the careful consideration of school leadership. When such activities take place on site under the direct supervision or management of school staff, the school safeguarding policy will apply in relation to any safeguarding concerns.

However, where the services or activities take place independently of the school management, the school will inspect the safeguarding procedures of the organisation, ensuring they meet the required

standards. Clear arrangements will be made to ensure the organisation has access to the DSL during their use of the site. This arrangement will apply regardless of whether or not children who attend the service are on the school roll. Where the organisation is large in size, they may be asked to appoint and train their own DSL.

Organisations will be asked to adhere to 'Keeping children safe in out-of-school settings' April 2022 as part of their contractual requirements.

Should the need arise, the school will notify LADO in the usual manner, understanding that the duty to inform LADO will override any data protection concerns.

In the event an allegation/concern is reported by the hiring organisation to the school our own safeguarding policy and procedures will be followed, which would include informing the LADO in certain circumstances. The hiring organisation should, as part of their own procedure, notify the LADO where necessary however the school would also make contact with the hiring organisation and LADO to confirm that this has happened.

### **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 (or would have been if they had not resigned first) 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 for professional misconduct 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 student 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 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](mailto: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](mailto:help@nspcc.org.uk)

### **E-safety and ICT**

#### Teaching of Online Safety

Whilst regulation and technical solutions are very important, their use must be balanced by educating students to take a responsible approach. The education of students in e-safety is therefore an essential part of the school's e-safety provision. Children and young people need the help and support of the school to recognise and avoid e-safety risks and build their resilience.

E-Safety education will be provided in the following ways:

- A planned e-safety programme will be provided as part of the Computing Curriculum;
- Key e-safety messages are reinforced as part of a planned programme of assemblies and activities;
- Students will be taught in all lessons to be critically aware of the materials / content they access on-line and be guided to validate the accuracy of information;
- Students will be encouraged to adopt safe and responsible use of ICT, the internet and mobile devices both within and outside school;
- Through the promotion of British Values and the Prevent Duty the students will be taught to challenge extremist views when using material accessed on the internet;
- Students will be taught to acknowledge the source of information used and to respect copyright when using material accessed on the internet.

### **Visiting Speakers**

The schools Visiting Speaker Policy makes it clear that we try to enrich the students' 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 Consultation Hub 01438737511

Designated Officer Hertfordshire: 01992 555420 or  
LADO.referral@hertfordshire.gov.uk

School Liaison Officer: 07788567906

Targeted advice (SLO): 01438 737511

Childrens' Services Service: 0300 1234043

Child Protection School Liaison (CPSLO) Team 	
<b>Kassiane Papageorgiou</b> – Team Manager <a href="mailto:Kassiane.Papageorgiou@hertfordshire.gov.uk">Kassiane.Papageorgiou@hertfordshire.gov.uk</a>	<b>Josh Pollard</b> – CPSLO Dacorum (Hemel Hempstead, Tring & Berkhamsted) Additional support for all SEND schools across Hertfordshire <a href="mailto:Josh.Pollard@hertfordshire.gov.uk">Josh.Pollard@hertfordshire.gov.uk</a>
<b>Paula Hayden</b> – CPSLO Development Manager <a href="mailto:Paula.Hayden@hertfordshire.gov.uk">Paula.Hayden@hertfordshire.gov.uk</a>	<b>Christina Lea</b> - CPSLO (Tuesday, Wednesday and Friday) – St Albans (Harpenden & Redbourn) & Hertsmere <a href="mailto:Christina.Lea@hertfordshire.gov.uk">Christina.Lea@hertfordshire.gov.uk</a>
<b>Louise McCourts</b> - CPSLO (Monday to Wednesday) - Watford & Three Rivers (Rickmansworth) <a href="mailto:Louise.McCourts@hertfordshire.gov.uk">Louise.McCourts@hertfordshire.gov.uk</a>	<b>Laura Deadman</b> – CPSLO North Herts (Hitchin, Letchworth, Royston, Whitwell, Kimpton & Villages) & Stevenage <a href="mailto:Laura.Deadman@hertfordshire.gov.uk">Laura.Deadman@hertfordshire.gov.uk</a>
<b>Freya Rymer</b> - CPSLO Broxbourne, Welwyn Garden City, Welwyn and Hatfield <a href="mailto:Freya.Rymer@hertfordshire.gov.uk">Freya.Rymer@hertfordshire.gov.uk</a>	<b>Joanne Freckleton</b> – CPSLO Business Support Officer <a href="mailto:cpsloadmin@hertfordshire.gov.uk">cpsloadmin@hertfordshire.gov.uk</a>
<b>Viv Hammond</b> - CPSLO (Tuesday, Wednesday Thursday) – East Herts (Bishop Stortford, Buntingford, Sawbridgeworth, Hertford and Ware) <a href="mailto:Viv.Hammond@hertfordshire.gov.uk">Viv.Hammond@hertfordshire.gov.uk</a>	

<https://www.hertfordshire.gov.uk/services/childrens-social-care/child-protection/report-child-protection-concern.aspx>

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](mailto:admin.hscb@hertscc.gov.uk)

NSPCC Whistleblowing 08000280285 [help@nspcc.org.uk](mailto: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](mailto: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

Student 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

Low Level Concern Policy

Hertfordshire Safeguarding Continuum of Needs Document

## Appendix 1 - Job Description of Designated Safeguarding Lead and Deputies

Main Responsibilities of the Designated Safeguard Lead are set out in KCSIE September 2025 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 student 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 NC, the Designated Safeguarding Lead in charge.

Signed:

Capitals:

Date