



Kings Langley School

Unlocking Potential for Life

Child Protection Policy

Date Agreed – September 2024

Review Date – September 2025



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Policy Review

This policy will be reviewed in full by the Governing Body no less than on an annual basis.

The policy was last reviewed and agreed by the Governing Body on 16th September 2024.

It is due for review in September 2025 (up to 12 months from the above date).

Signature .

Headteacher

Signature ... *Frances L. Shickley*

Chair of Governors



RATIONALE

This policy exists to provide a framework for supporting our stated aim of “ensuring the happiness of every individual in our community”, to promote a climate which enables all students to flourish, regardless of ability or special needs, and supports our desired outcomes of developing "strong character".

In addition, in the application of this policy, Kings Langley School will strive to reflect the school aims to ensure that members of our community develop resilience, grit and self-reliance as this helps them remain safe and secure in a range of challenging circumstances. The school follows the procedures established by the Hertfordshire Safeguarding Children Board: a guide to procedure and practice for all professional staff in Hertfordshire who work with children.

INTRODUCTION

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

Safeguarding includes providing help and support to meet the needs of children (includes everyone under the age of 18) as soon as problems emerge, whether that is within or outside the home, including online.

This Child Protection Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of Kings Langley School.

In particular, this policy should be read in conjunction with:

- The Behaviour Policy which includes measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying;
- The Code of Conduct (staff behaviour policy) which includes low-level concerns, allegations against staff and whistleblowing as well as acceptable use of technologies, staff/pupil relationships and communications including the use of social media and guidance on the importance of staff building trusted relationships with children and young people which facilitates communication;
- The safeguarding response to children who go missing from education;
- The role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies)

Copies of the relevant policies and a copy of this document will be provided to staff at induction.



All staff will be expected to read a copy of Part One Keeping Children Safe in Education and Annex B (KCSiE DfE 2024) and sign to say it has been read and understood.

Annex A, a condensed version of Part One of KCSiE (DfE 2024) can be provided instead of Part One to those staff who do not directly work with children.

Purpose of a Child Protection Policy

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

Hertfordshire Safeguarding Children Partnership Procedures

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

School Staff, Volunteers, Tutors and Contract Workers

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

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

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

Supply staff, contractors, tutors, staff and volunteers will be made aware of the safeguarding policies and procedures by the Designated Safeguarding Lead - including Child Protection Policy and Staff Behaviour policy (code of conduct).

Mission Statement

Establish and maintain an ethos, culture and environment where children feel secure, are encouraged to talk, and are



listened to and responded to when they have a worry or concern.

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

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

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

Ensure that children who have been abused will be supported in line with a child protection plan, where deemed necessary.

Consider how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. Including opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.

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

Implementation, Monitoring and Review of the Child Protection Policy

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

STATUTORY FRAMEWORK

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



- The Children Act 1989
- The Children Act 2004
- Children and Social Work Act 2017
- Education Act 2002(section 175/157)
- *Outlines that Local Authorities and School Governing Bodies have a responsibility to “ensure that their functions relating to the conduct of school are exercised with a view to safeguarding and promoting the welfare of children who are its pupils”.*
- Hertfordshire Safeguarding Children Partnership Procedures Manual (Electronic)
- Keeping Children Safe in Education (DfE September 2024)
- Safeguarding Children and Safer Recruitment in Education (DfES 2006)
- Working Together to Safeguard Children (DfE 2018)
- The Education (Pupil Information) (England) Regulations 2005
- Dealing with Allegations of Abuse Against Teachers and Other Staff (DfE 2011)
- Sexual Offences Act (2003)
- Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)
- Female Genital Mutilation Act 2003 (Section 74 ,Serious Crime Act 2015)
- Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (DfE March 2015)
- Anti-social Behaviour, Crime and Policing Act 2014 (makes it a criminal offence to force someone to marry. This includes taking someone overseas to force them to marry (whether or not the forced marriage takes place).
- Serious Violence Strategy 2018
- Equality Act 2010 (including the Public Sector Equality Duty)
- The Human Rights Act 1998
- Apprenticeships, Skills, Children and Learning Act 2009
- Sexual violence and sexual harassment between children in schools and colleges (DfE 2021)

Working Together to Safeguard Children (DfE 2018) requires all schools to follow the procedures for protecting children from abuse and neglect which are established by the Hertfordshire Safeguarding Children Board.

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

- (a) a child may have been abused or neglected or is at risk of abuse or neglect
- (b) a member of staff has behaved in a way that has, or may have harmed a child or that indicates they would pose a risk of harm

The school will also follow guidance in relation to the specific safeguarding issues outlined in Appendices 2 and 3. This will include the Prevent Duty Guidance 2015, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism. Furthermore, Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place a statutory duty upon teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same



definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

Furthermore:

Keeping Children Safe in Education (DfE 2024) states that governing bodies and proprietors should ensure that the school contributes to multi-agency working in line with statutory guidance ‘Working Together to Safeguard Children’ (DfE 2018).

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

The Designated Safeguarding Lead

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

During term time the designated safeguarding lead and or a deputy will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Out of hours/out of term activities are supported by Emergency Contacts who are frequently one of the DSLs. However, if the DSLs are not one of the Emergency Contacts, the Emergency Contact will be able to contact one of the DSLs on a rota basis out of hours to provide support for staff.

The Designated Safeguarding Lead for Child Protection in Kings Langley School is:

NAME: Graeme Searle

A Deputy DSL should be appointed to act in the absence/unavailability of the DSL.

There are eight Deputy Designated Senior Persons (DDSL) for Child Protection in Kings Langley School, and they are:

NAME: Georgina Howard

NAME: Jun Shaw

NAME: Antonia Sharp

NAME: Vicki Battaglia

NAME: Rhonda Rennick

NAME: James Tubb

NAME: Sabra Butt

NAME: Diane bell

The Headteacher, Mr David Fisher is also a DSP and RAMAS trained.



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

Managing referrals and cases

- Managing Child Protection Contact Referrals and cases
- Contacting the Child Protection Consultation Hub when advice is needed regarding child protection concerns which possibly meet the threshold for statutory intervention
- Completing Child Protection Contact Referrals for all cases of suspected abuse or neglect where there is a risk of significant harm to the child/young person, Police where a crime may have been committed and to the Channel programme where there is a radicalisation concern
- Liaise with the Head Teacher to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a Child Protection Contact Referral by liaising with relevant agencies
- Support staff who make Child Protection Contact Referrals and other service referrals
- Share information with appropriate staff in relation to a child's looked after (CLA) legal status (whether they are looked after under voluntary arrangements with consent of parents or on an Interim Care Order or Care Order) and contact arrangements with birth parents or those with parental responsibility.
- Ensure they have details of the CLA's social worker and the name of the virtual school Head Teacher in the authority that looks after the child or those currently working with a social worker.

Training (KCSiE DfE 2024)

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

In addition to this, the DSL/DDSL also endeavours to attend Prevent in Education course organised by Hertfordshire County Council's prevent programme manager and CPSLO service.



Training should provide DSLs 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:

1. Understand the assessment process for providing early help and intervention, including local criteria for action and local authority children's social care referral arrangements.
2. 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.
3. Understand the importance of the role the DSL has in providing information and support to children social care in order to safeguard and promote the welfare of children.
4. 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.
5. 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.
6. Understand the importance of information sharing, both within the school, and with the safeguarding partners, other agencies, organisations and practitioners (Full details in Chapter one of Working Together to Safeguard Children)
7. Understand and support the school 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.
8. 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.
9. Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
10. 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 may put in place to protect them.
11. Be able to keep detailed, accurate, secure written records of concerns and Child Protection Contact Referrals alongside referrals to other agencies.

Raising Awareness

The DSL should ensure the school's policies are known, understood and used appropriately:

- Ensure all staff including new, part time, contractors, volunteers and supply staff are aware of the school's policies, that these are understood and used appropriately.



- Work with the governing bodies or proprietors to ensure that the school's child protection policy is reviewed annually and the procedures and implementation are updated and reviewed regularly.
- Ensure the safeguarding and child protection policy is available publicly and that parents are aware that advice regarding child protection concerns could be sought from the Child Protection Consultation Hub and that Child Protection Contact Referrals about suspected abuse or neglect may be made. Ensure parents are aware of the school's statutory role regarding safeguarding of children.
- Link with Hertfordshire Safeguarding Children's Partnership (HSCP) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- 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 leadership staff. The DSL/DDSL should have details of the child's social worker and the name of the virtual school's head in the authority that looks after the child.
- Ensure that when children leave the school, they ensure the file for safeguarding and any child protection information is sent to any new school as soon as possible but transferred separately and securely from the main pupil file. The file should not be sent until the child is physically attending the new school.
- Obtain proof that the new school/education setting has received the safeguarding file for any child transferring and then destroy any information held on the child unless the case is currently open and in line with data protection guidelines (see Record Keeping Guidance on Hertfordshire Grid for Learning for further information).
- Consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the child arrives.
- Ensure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism and are shared by terrorist groups. All staff should know where and how to refer children for further help, which could include Channel or Children's Social Care, for example.

The Management of Safeguarding (Governing Body, proprietors, and management committees)

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



All governors and trustees should receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.

The nominated governor for child protection at Kings Langley School is:

NAME: Emma Kell

The nominated Chair of governors, management committee for child protection is:

NAME: Frances Stickley

The nominated Vice Chair of governors, management committee for child protection is:

NAME: Dawn Helfgott

The responsibility of governing bodies, proprietors and management committees include:

- Ensuring that there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to safeguard and promote children's welfare. These include ensuring that the following are shared with all staff:
 - The School's Child Protection Policy.
 - The Staff Behaviour Policy (Staff Code of Conduct)
 - Part one, or Annex A, the condensed version of Part one of Keeping Children Safe in Education (2024). This can be provided, instead of Part one, to those staff who do not directly work with children (if the governing body think it will provide a better basis for those staff to promote the welfare and safeguard children) of KCSiE (DfE, 2024)
 - Annex B KCSiE (DfE, 2024) on specific safeguarding issues.
 - Information regarding the role and identity of the DSL (and any deputies) on induction.
- Headteachers and principals should ensure that the above policies and procedures, adopted by governing bodies and proprietors, and particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.
- Governing bodies and proprietors should be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements
- According to the Equality Act, schools and colleges must not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender



reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).

- Whilst all of the above protections are important, in the context of safeguarding, this guidance, and the legal duties placed on schools and colleges in relation to safeguarding and promoting the welfare of children, governing bodies and proprietors should carefully consider how they are supporting their pupils and students with regard to particular protected characteristics - including disability, sex, sexual orientation, gender reassignment and race.
- The Public Sector Equality Duty (PSED) is found in the Equality Act. Compliance with the PSED is a legal requirement for state-funded schools and colleges
- The PSED places a general duty on schools and colleges to have, in the exercise of their functions, due regard to the need to eliminate unlawful discrimination, harassment and victimisation (and any other conduct prohibited under the Equality Act), to advance equality of opportunity and foster good relations between those who share a relevant protected characteristic and those who do not. The duty applies to all protected characteristics and means that whenever significant decisions are being made or policies developed, specific consideration must be given to the equality implications of these such as, for example, the need to eliminate unlawful behaviours that relate to them such as sexual violence and sexual harassment, misogyny/misandry and racism.
- Governing bodies and proprietors should have a senior board level (or equivalent) lead to take leadership responsibility for their school's safeguarding arrangements.

Whole school and college approach to safeguarding

- Governing bodies and proprietors should ensure they facilitate a whole school or college approach to safeguarding. This means involving everyone in the school or college, and ensuring that safeguarding, and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.
- Where there is a safeguarding concern, governing bodies, proprietors and school or college leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- The school's or college's safeguarding policies and procedures (some of which are listed below) should be transparent, clear, and easy to understand for staff, pupils, students, parents, and carers. Systems should be in place, and they should be well promoted, easily understood and easily accessible for children to confidently report, any form of abuse or neglect, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

Safeguarding policies and procedures

These policies should include individual schools and colleges having:



- an effective child protection policy
- a behaviour policy, which includes measures to prevent bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- a Code of Conduct (sometimes called the staff behaviour policy) which should, amongst other things, include low-level concerns, allegations against staff and whistleblowing, plus acceptable use of technologies (including the use of mobile devices), staff/pupil relationships and communications including the use of social media
- appropriate safeguarding arrangements are in place to respond to children with unexplainable and/or persistent absences from education

Governing bodies and proprietors should take a proportionate risk-based approach to the level of information that is provided to temporary staff, volunteers and contractors.

In addition, governing bodies and proprietors should ensure:

- child protection files are maintained as set out in Annex C of KCSiE
- appropriate safer recruitment policies in accordance with Part three of KCSiE are in place, embedded and effective and, recognise that safer recruitment is not just about carrying out the right DBS checks and is not limited to recruitment procedures. KCSiE 2024 states explicitly that “schools and colleges should inform shortlisted candidates that online searches may be done as part of due diligence checks”. It also states that “Schools and colleges do not have to keep copies of DBS certificates in order to fulfil the duty of maintaining the single central record.” However, at Kings Langley School, we still continue to keep copies of DBS checks on staff.
- the importance of continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour is crucial to the effectiveness of these policies. Further information about all of these processes can be found in our Recruitment and Selection policy.
- where reasonably possible, schools and colleges hold more than one emergency contact number for each pupil or student. This goes beyond the legal minimum. It is good practice to give the school or college additional options to make contact with a responsible adult when a child with unexplainable and/or persistent absences from education is also identified as a welfare and/or safeguarding concern.
- Governing bodies and proprietors should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of DSL. It is not appropriate for the proprietor to be the DSL. The DSL should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder’s job description.
- Governing bodies and proprietors should ensure the DSL has the appropriate status and authority within the school or college to carry out the duties of the post. The role carries a



significant level of responsibility and the postholder should be given the additional time, funding, training, resources, and support needed to carry out the role effectively. KCSiE 2024 makes it clear that the designated safeguarding lead (DSL) has responsibility for “understanding the filtering and monitoring systems and processes in place” as part of their remit. The focus on cyber security standards contains a hyperlink which suggests schools should work to meet the cyber security standards for schools and colleges.

- It is for individual schools and colleges to decide whether they choose to have one or more DDSLs. Any DDSLs should be trained to the same standard as the DSL.
- appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material. Additional information to support governing bodies and proprietors is provided in Part 2 of KCSiE (DfE 2024).

Multi-agency working

Governing bodies and proprietors should ensure that the school or college contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children.

Safeguarding partners, the Hertfordshire Safeguarding Children Partnership (HSCP) are the organisations responsible for the partnership arrangements for keeping children safe, and Hertfordshire County Council, Hertfordshire Constabulary and The Hertfordshire and West Essex Integrated Board will make arrangements to work together with appropriate relevant agencies, of which Schools and College are, to safeguard and promote the welfare of local children, including identifying and responding to their needs.

HSCP create a procedures manual which sets out how they will work together and with any relevant agencies.

Working Together to Safeguard Children is very clear that all schools (including those in multi-academy trusts) and colleges in the local area should be fully engaged, involved, and included in safeguarding arrangements. It is expected that, locally, the safeguarding partners (HSCP) will name schools and colleges as relevant agencies. Safeguarding partners (HSCP) will set out in their published arrangements which organisations and agencies they will be working with, and the expectations placed on any agencies and organisations by the arrangements. Once named as a relevant agency, schools, and colleges, in the same way as other relevant agencies, are under a statutory duty to co-operate with the published arrangements. They must act in accordance with the safeguarding arrangements.

It is especially important that schools and colleges understand their role within the local safeguarding arrangements. Governing bodies, proprietors, and their senior leadership teams, especially their DSLs, should make themselves aware of and follow their local arrangements

Governing bodies and proprietors should understand the local criteria for action and the local protocol for assessment and ensure they are reflected in their own policies and procedures.



They should also be prepared to supply information as requested by the safeguarding partners.

Schools and colleges should work with local authority children's social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.

All schools and colleges should allow access for local authority children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

Information sharing

As part of meeting a child's needs, it is important for governing bodies and proprietors to recognise the importance of information sharing between practitioners and local agencies. This should include ensuring arrangements are in place that set out clearly the processes and principles for sharing information within the school or college and with local authority children's social care, the safeguarding partners and other organisations, agencies, and practitioners as required.

School and college staff should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care.

It is important that governing bodies and proprietors are aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

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

This includes:

- being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data'
- understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a



timely manner. It would be legitimate to share information without consent where: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; and, if to gain consent would place a child at risk, and

- for schools, not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harm test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the UK GDPR. Where in doubt schools should seek independent legal advice. The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

Where children leave the school or college, 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 to allow the new school or college to have support in place for when the child arrives. The designated safeguarding lead should ensure secure transit, and confirmation of receipt should be obtained. For schools, this should be transferred separately from the main pupil file. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and special educational needs co-ordinators (SENCO's) or the named persons with oversight for special educational needs and disability (SEND) in a college, are aware as required.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. 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, or those who are currently receiving support through the 'Channel' programme and can have that support in place for when the child arrives.

Staff Training

Governing bodies and proprietors should ensure that all staff undergo safeguarding and child protection training, including online safety, at induction. The training should be regularly updated. Induction and training should be in line with any advice from the safeguarding partners (HSCP).

All staff should receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings) as required, and at least annually. KCSiE 2024 states that "an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring" should be included in safeguarding and child protection training at induction for all staff.

Governing bodies and proprietors should recognise the expertise staff build by undertaking safeguarding training and from managing safeguarding concerns on a daily basis. Opportunity



should therefore be provided for staff to contribute to, and shape, safeguarding arrangements and the child protection policy.

Opportunities to teach safeguarding

Governing bodies and proprietors should ensure that children are taught about how to keep themselves and others safe, including online. It should be recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.

In schools, relevant topics will be included within Relationships Education (for all primary pupils), and Relationships and Sex Education (for all secondary pupils) and Health Education (for all primary and secondary pupils). In teaching these subjects schools must have regard to the statutory guidance Relationships and sex education (RSE) and health education - GOV.UK (www.gov.uk)

Safeguarding concern or allegations made about another staff member

Governing bodies and proprietors should ensure there are procedures in place to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold, about staff members, including supply staff, volunteers, and contractors. This includes those that are considered to be 'Low-Level' concerns.

Governing bodies and proprietors should ensure there are procedures in place for staff to report concerns or allegations that may meet the harm threshold about staff members (including supply staff, volunteers, and contractors).

There must be procedures in place to make a referral to the Disclosure and Barring Service (DBS) if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned. This is a legal duty and failure to refer when the criteria are met is a criminal offence.

Where a teacher's employer, including an agency, dismisses or ceases to use Section 35 of the Safeguarding Vulnerable Groups Act 2006 after an incident of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency). Details about how to make a referral to the Teaching Regulation Agency can be found on Gov.uk

Where we hire or rent out our facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) we ensure that appropriate arrangements are in place to keep children safe.

We will seek assurances that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed). Safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as



a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

Child-on-child abuse

Governing bodies and proprietors should ensure that all staff recognise that children are capable of abusing other children (including online). All staff should be clear of the school's policy and procedures with regard to child-on-child abuse.

SCHOOL PROCEDURES - STAFF RESPONSIBILITIES

Please see Appendix 3: What to do if you are worried a child is being abused: flowchart.

Please see Appendix 4: The Indicators of Abuse and Neglect

All staff should be aware of indicators of abuse and neglect (see Appendix 4), understanding that children can be at risk of harm inside and outside of the school, inside and outside of home and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

We understand, that even if there are no reports in our setting it does not mean it is not happening, it may be the case that it is just not being reported. We recognise that pupils may not find it easy to tell staff about their abuse and can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report, and this may come from a friend or a conversation that is overheard. Such abuse will always be taken as seriously as abuse perpetrated by an adult and the same safeguarding children procedures will apply in respect of any child who is suffering or likely to suffer significant harm. Staff must never tolerate or dismiss concerns relating to child on child abuse and they will always challenge this. It must never be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'. Doing this can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

If staff have any concerns about a child's welfare, they should act on them immediately.

If staff have a concern, they should follow this policy and speak to the DSL/DDSL. The DSL/DDSL are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to a safeguarding concern.

However, any staff member is able to make a Child Protection Contact Referral to Children's Services if necessary.

All staff should be aware of the process for making Child Protection Contact Referrals to Children's Services for statutory assessments under the Children Act 1989, especially section 17 (children in need)



and section 47 (a child suffering, or likely to suffer, significant harm - from abuse or neglect) that may follow a Contact Referral, along with the role they might be expected to play in such assessments.

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

If any member of staff is concerned about a child, he or she must inform the DSL. The DSL will decide whether the concerns should be raised to Children's Services and if deemed to have met the threshold a Child Protection Contact Referral will be completed. If a Child Protection Contact Referral to Children's Services is made the DSL will discuss the referral with the parents, unless to do so would place the child at further risk of harm.

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

If a teacher (persons employed or engaged to carry out teaching work at schools and other institutions in England), in the course of their work in the profession, discovers that an act of Female Genital Mutilation (FGM) appears to have been carried out on a girl under the age of 18 the teacher must report this to the police. This is a mandatory reporting duty. See Keeping Children Safe in Education (DfE 2024).

If the allegations raised are against other children, the school should follow section 5.1.17 of the Hertfordshire Safeguarding Children Partnership Procedures Manual – Children Who Abuse Others. Please see the school's anti-bullying policy for more details on procedures to minimise the risk of child on child abuse.

The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise and a factual account of any verbal disclosures and observations (record of concern pro-forma is available on the Hertfordshire Grid for Learning).

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

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



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

As a person who works with children, staff have a duty to refer safeguarding concerns to the DSL for child protection. However, if:

- concerns are not taken seriously by an organisation or
- action to safeguard the child is not taken by professionals and
- the child is considered to be at continuing risk of harm

Then staff should speak to a DSL in their school or contact Hertfordshire Children's Services (including out of hours) on 0300 123 4043.

If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care and/or the police immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

WHEN TO BE CONCERNED

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

Any staff member should be able to make a make a Child Protection Contact to Children's Services if necessary.

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

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

Options will then include:

- Managing any support for the child internally via the school's own pastoral support processes;
- Completing a Families First Assessment or making a request for early help support.
- A Child Protection Contact Referral for statutory services, for example as the child might be in need



of services, suffering or likely to suffer significant harm from abuse or neglect.

Extra Familial Harm (formerly contextual Safeguarding)

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

A child centred and coordinated approach to safeguarding

Kings Langley School has a child centred and coordinated approach to safeguarding:

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

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

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

Families First is Hertfordshire's strategy for early help for families. A directory of early help services is available at www.hertfordshire.gov.uk/familiesfirst which will help practitioners and families find information and support to prevent escalation of needs and crisis.

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

If early help is appropriate, the DSL or a Deputy will generally lead on liaising with other agencies and setting up a Families First Assessment as appropriate.

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

- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);



- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is at risk of 'honour'- based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child; and
- is persistently absent from education, including persistent absences for part of the school day.
- is showing early signs of abuse and/or neglect

All staff and volunteers at Kings Langley School should be aware that the main categories of maltreatment are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

School staff members should be aware of the main categories of maltreatment: physical abuse, emotional abuse, sexual abuse and neglect as well as being aware of the indicators of maltreatment and specific safeguarding issues so that they are able to identify cases of children who may be in need of help or protection – see Appendix 4 for details.

Generally, in an abusive relationship the child may:

- Appear frightened of the parent/s or other household members e.g. siblings or others outside of the home
- Act in a way that is inappropriate to her/his age and development (full account needs to be taken of different patterns of development and different ethnic groups)
- Display insufficient sense of 'boundaries', lack stranger awareness
- Appear wary of adults and display 'frozen watchfulness'



Children with special educational needs and disabilities:

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

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration;
- Assumptions that children with SEN and disabilities can be disproportionately impacted by things like bullying- without outwardly showing any signs;
- Communication barriers and difficulties
- Reluctance to challenge carers, (professionals may over empathise with carers because of the perceived stress of caring for a disabled child)
- Disabled children often rely on a wide network of carers to meet their basic needs and therefore the potential risk of exposure to abusive behaviour can be increased.
- A disabled child's understanding of abuse.
- Lack of choice/participation
- Isolation

Children who are lesbian, gay, bi or trans (LGBT)

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, in line with 'Keeping Children Safe in Education', we recognise that children who are LGBT or those perceived by other children to be LGBT could potentially be more vulnerable and therefore we work to reduce any additional barriers faced. We provide a safe space for these children to speak out or share their concerns with members of staff. Through our curriculum, we counter homophobic, biphobic and transphobic bullying and abuse.

Child-on-child abuse (Peer-on-peer abuse)

All staff should be aware that children can abuse other children and that it can happen both inside and outside of school or college and online. All staff should be clear as to the school's or college's policy and procedures with regard to child-on-child abuse and the important role they have to play in preventing it and responding where they believe a child may be at risk from it.



All staff should understand that even if there are no reports in their schools or colleges it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child-on-child abuse they should speak to their DSL (or DDSL).

It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it.

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

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

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

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

Child on child abuse is most likely to include, but may not be limited to:

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- Abuse in intimate personal relationships between children (sometimes known as ‘teenage relationship abuse’)
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm. (This may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault. (This may include an online element which facilitates, threatens and/or encourages sexual violence)
- 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.
- 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 nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
- Up-skirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and



- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

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

- Provides a developmentally appropriate PSHE and RSE curriculum which develops pupils' understanding of acceptable behaviour and keeping themselves safe.
- Have systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued
- Ensure victims, perpetrators and any other child affected by child-on-child abuse will be supported
- Develops robust risk assessments where appropriate (e.g. Using the Risk Assessment Management Plan and Safety and Support Plan tools).
- Have relevant policies in place (e.g. behaviour policy).

Where there is an allegation or concern that a child has abused others, Section 5.1.7 of the Hertfordshire Safeguarding Children Partnership Procedures Manual, 'Children Who Abuse Others':

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

Child-on-child sexual violence and sexual harassment

When responding to concerns relating to child-on-child sexual violence or harassment, School/College will follow the guidance outlined in Part five of KCSIE 2024.

School/College recognises that sexual violence and sexual abuse can happen anywhere, and all staff will maintain an attitude of 'it could happen here.' We recognises sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children and can occur online and face to face (both physically and verbally). Sexual violence and sexual harassment is never acceptable.

- All victims of sexual violence or sexual harassment will be reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment, or ever be made to feel ashamed for making a report.
- Abuse that occurs online or outside of the school/college will not be dismissed or downplayed and will be treated equally seriously and in line with relevant policies/procedures.
- School/College recognises that the law is in place to protect children and young people rather than criminalise them, and this will be explained in such a way to pupils/students that avoids alarming or distressing them.
- School/College recognises that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory, so children may not be able to recall all details or timeline of abuse. All



staff will be aware certain children may face additional barriers to telling someone, for example because of their vulnerability, disability, sex, ethnicity, and/or sexual orientation

- The DSL (or DDSL) is likely to have a complete safeguarding picture and will be the most appropriate person to advise on the initial response.
- The DSL will make an immediate risk and needs assessment which will be considered on a case-by-case basis which explores how best to support and protect the victim and the alleged perpetrator, and any other children involved/impacted, in line with part five of KCSIE 2024 and HSCP procedures.
- The risk and needs assessment will be recorded and kept under review and will consider the victim (especially their protection and support), the alleged perpetrator, and all other children, and staff and any actions that are required to protect them.
- Reports will initially be managed internally by the school/college and where necessary will be referred to Children's Services and/or the police.

Important considerations which may influence this decision include:

- the wishes of the victim in terms of how they want to proceed.
- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether Harmful Sexual Behaviour has been displayed.
- the ages of the children involved.
- the developmental stages of the children involved.
- any power imbalance between the children.
- if the alleged incident is a one-off or a sustained pattern of abuse - sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature.
- that sexual violence and sexual harassment can take place within intimate personal relationships between children.
- understanding intra familial harms and any necessary support for siblings following incidents.
- whether there are any ongoing risks to the victim, other children, adult students, or school/ college staff
- any other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation.

The school/college will in most instances engage with both the victim's and alleged perpetrator's parents/carers when there has been a report of sexual violence; this might not be necessary or proportionate in the case of sexual harassment and will depend on a case-by-case basis. The exception to this is if there is a reason to believe informing a parent/carer will put a child at additional risk. Any information shared with parents/carers will be in line with information sharing expectations, our confidentiality policy, and any data protection requirements, and where they are involved, will be subject to discussion with other agencies (for example Children's Services and/or the police) to ensure a consistent approach is taken.

All staff should be aware that abuse is abuse and child on child abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". Furthermore they should *recognise the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously.*



Serious violence

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

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts/new possessions

Also refer to Schools Toolkit the characteristics of young peoples' vulnerability to CSE and CCE on the HGFL; <https://thegrid.org.uk/safeguarding-and-child-protection/child-protection/specific-safeguarding-issues/child-sexual-and-criminal-exploitation>

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

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Exploitation is recognised as a standalone and serious risk of harm to children and young people and therefore staff are required to understand what it is and the indicators that may be presented in children and young people's behaviour, disclosures and relationships with peers, adults and the environment around them. This links with the importance of not treating older children to be more mature and capable than they are and recognising that some of their presenting behaviours may be a result of exploitation rather than not engaging or misusing their independence.

Mental Health

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

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



PREVENT: Safeguarding Children and Young People from Radicalisation

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

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

There are signs and vulnerability factors that may indicate a child is susceptible to radicalisation or is in the process of being radicalised. It is possible to protect vulnerable people from extremist thinking and intervene to safeguard those at risk of radicalisation. Staff must be alert to changes in children’s behaviour, which could indicate that they may be in need of Prevent support. They must act proportionately to the concern using the Prevent ‘notice, check, share’ approach, which may lead to the DSL making a Prevent referral.

Local Hertfordshire County Council guidance on Prevent is featured in Section 5 of the Hertfordshire Safeguarding Children’s Partnership CP procedures:

https://hertsscb.proceduresonline.com/chapters/p_prevent_guide.html

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

Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Domestic abuse can be, but is not limited to, 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.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. See Appendix 5 for information regarding Operation Encompass.

Staff should appreciate the impact on children seeing, hearing or experiencing the effects of domestic abuse. Section 2 of The Domestic Abuse Act 2021 (para 24) says that it is important that staff recognise and understand that children are victims in their own right. Children within the same sibling groups may experience this abuse differently, impacting them in different ways and as such resulting in them having different needs. Professionals should not automatically consider older children to be more resilient



because they are not presenting with concerning behaviour or that a younger child is resilient because they have been exposed to less domestic abuse incidences.

DEALING WITH A DISCLOSURE

If a child confides in a member of staff/volunteer and requests that the information is kept secret, it is important that the member of staff/volunteer tell the child in a manner appropriate to the child's age/stage of development that they cannot promise complete confidentiality – instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe.

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

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which it might not be possible to keep
- Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child.
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping)

Pass the information to the DSL without delay (if a DSL or Deputy is not available, staff must inform a senior member of staff or complete a child protection contact referral if this disclosure indicates that the child may be at risk of immediate harm and/or have been suffered significant harm to ensure reporting to Police and/or Children's Services where necessary is not delayed).

Third Party Disclosures

It is everyone's responsibility to report concerns related to children and make referrals to Children Services and the Police if suspected that a child has been abused or is at risk of abuse.



Therefore, when safeguarding concerns are shared to the DSL in a school by a parent or member of the public, it is important to note that there is equal responsibility by the complainant to report the matter also directly rather than assume the responsibility is that of the school. If unsure of how to do this speak to the DSL / head teacher and they will advise accordingly.

Support

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

If a school staff member receives a disclosure about potential harm caused by another staff member, they should refer to page 33 of this policy – Allegations of abuse made against adults who work with children and young people.

RECORD KEEPING

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

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

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

- Record as soon as possible after the conversation. Use the schools Child Protection Recording system which may be electronic or using a record of concern sheet.
- Ensure the date, time, place is recorded, and any noticeable non-verbal behaviour and the words used by the child.
- Use the body map on the schools recording system or the proforma body map available on HGFL, to indicate the position of any injuries and a clear description of the injury.
- Record statements and observations rather than interpretations or assumptions.
- Do not destroy the original records in case they are needed by a court.
- All records need to be given to the DSL promptly. No copies should be retained by the member of staff or volunteer.
- The DSL will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005.



- Safeguarding records, The Herts Grid: <https://thegrid.org.uk/safeguarding-and-child-protection/child-protection/safeguarding-records>

Where children leave the school, the DSL should ensure their child protection file is transferred to the new school as soon as possible, ensuring secure transit, and confirmation of receipt should be obtained. For schools, this should be transferred separately from the main pupil file. Receiving schools and colleges should ensure key staff such as DSLs and SENCOs or the named person with oversight for SEN in a college, are aware as required. If the child has an allocated social worker, they will also inform them of the change of school.

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

CONFIDENTIALITY

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers at Kings Langley School.

- All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of children with other professionals, particularly the investigative agencies (Children's Services: Safeguarding and Specialist Services and the Police).
- Staff/volunteers who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.

COMMUNICATION WITH PARENTS

Kings Langley School will:

Ensure the child protection policy is available publicly via the school website and on request.

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

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



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

The school will endeavour to ensure that parents understand the responsibilities placed on the school staff for safeguarding children.

Where reasonably possible schools and colleges should hold more than one emergency contact number for each pupil and student (KCSiE DfE 2024).

Further guidance around information sharing can be located within; Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers (DfE, 2018); <https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

ALLEGATIONS OF ABUSE MADE AGAINST ADULTS WHO WORK WITH CHILDREN AND YOUNG PEOPLE

An allegation is any information which indicates that a member of staff, supply staff, volunteers, tutors or contractors may have:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child;
- Behaved towards a child or children in a way which indicates he or she would pose a risk of harm to children; or
- Behaved or may have behaved in a way that indicated they may not be suitable to work with children.

This relates to members of staff, supply staff, volunteers, tutors or contractors who are currently working in any school regardless of whether the school is where the alleged abuse took place. This includes allegations reported or made by a child, parent or member of the public.

Where the headteacher or principal is the subject of an allegation or safeguarding concerns, this to be referred to the chair of governors, or the chair of the management committee or proprietor of an independent school (the case manager).

Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

What staff should do if they have concerns about another member of staff who may pose a risk of harm to children allegations against a professional?

- If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff and volunteers) posing a risk of harm to children, this is to be referred to the headteacher, principal, proprietor of an independent school.



- KCSiE 2024 states that “As with any safeguarding allegation, schools and colleges should follow their safeguarding policies and procedures, including informing the LADO [local authority designated officer].” The link to guidance on [keeping children safe in out-of-school settings](#) can help schools ensure that providers using their facilities adhere to necessary safeguarding requirements.
- Where the headteacher or principal is the subject of an allegation, the chair of governors, or the chair of the management committee or proprietor of an independent school (the case manager), should discuss the allegation immediately with the Local Authority Designated Officer(s) LADO.

If the concerns are about the Headteacher, then the Chair of Governors should be contacted. The Chair of Governors of Kings Langley School is:

NAME: Frances Stickley **Contact Number:** 01923 264504

In the absence of the Chair of Governors, the Vice Chair should be contacted.

The Vice Chair of Kings Langley School is:

NAME: Dawn Helfgott **Contact Number:** 01923 264504

Staff may consider discussing any concerns with the designated senior lead (DSL) for safeguarding and if appropriate make any referral via them.

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

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or education setting’s safeguarding arrangements. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, are in place for such concerns to be raised with the school’s senior leadership team.

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification; it is important not to make assumptions. Confidentiality should not be promised, and the person should be advised that the concern will be shared on a 'need to know' basis only.

Actions to be taken include making an immediate written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Headteacher.

The recipient of an allegation must not unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.



The Head Teacher/Chair of Governors will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer (LADO Threshold Guidance may be used to inform this decision – found at:

https://hertsscb.proceduresonline.com/chapters/p_manage_alleg.html

Children's Services – 0300 123 4043

SOOHS (Out of Hours Service-Children's Services) – 0300 123 4043

If the allegation meets any of the four criteria set out at the start of this section, contact should always be made with the Local Authority Designated Officer without delay.

If it is decided that the allegation requires a child protection strategy meeting or joint evaluation meeting, this will take place in accordance with section 5.1.5 of the Hertfordshire Safeguarding Children Partnership Procedures Manual.

If it is decided it does not require a child protection strategy meeting or joint evaluation meeting, the LADO will provide the employer with advice and support on how the allegations should be managed.

The Head Teacher should, as soon as possible, following briefing from the Local Authority Designated Officer inform the subject of the allegation.

Concerns that do not meet the 'harm threshold'

This section is based on 'Section 2: Concerns that do not meet the harm threshold' in part 4 of KCSiE 2024. This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out in section 1 of KCSiE 2024.

Concerns may arise through, for example:

- Suspicion
- Complaint
- Disclosure made by a child, parent or other adult within or outside the school
- Pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

Additional information regarding low-level concerns is contained with our staff behaviour policy/code of conduct/low-levels concerns policy – this includes what a low-level concern is, the importance of sharing them and the confidential procedure to follow when sharing them.

- School/College has an open and transparent culture in which all concerns about all adults working in or on behalf of the school/college are dealt with promptly and appropriately; this enables us to identify inappropriate, problematic or concerning behaviour early, minimise the



risk of abuse and ensure that adults working in or on behalf of the school/college are clear about and act within appropriate professional boundaries, and in accordance with our ethos and values.

- A 'low-level' concern does not mean that it is insignificant; a low-level concern is any concern that an adult working in or on behalf of the school/college may have acted in a way that is inconsistent with our staff behaviour policy/code of conduct, including inappropriate conduct outside of work and does not meet the 'harm threshold' or is otherwise not serious enough to consider a referral to the LADO.
- Low-level concerns may arise in several ways and from several sources. For example, suspicion, complaints, or allegations made by a child, parent or other adult within or outside of the organisation, or as a result of vetting checks.

It is crucial that all low-level concerns are shared responsibly, recorded and dealt with appropriately to protect staff from becoming the subject of potential false low-level concerns or misunderstandings.

Low-level concerns should be shared confidentially in line with our low-level concerns policy/staff behaviour policy/code of conduct to:

Name: **Diane Bell**

Role: **Deputy Head (School Manager)**

- Where low-level concerns are reported to the school, the headteacher will be informed of all Low level concerns and is the ultimate decision maker in respect of the response to all low-level concerns.
- Low-level concerns shared about supply staff and contractors will be shared with their employers so any potential patterns of inappropriate behaviour can be identified.
- If the school is in any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, we will consult with the LADO.
- Low-level concerns will be recorded in writing and reviewed so potential patterns of concerning, problematic or inappropriate behaviour can be identified.
- Records will be kept confidential and will be held securely and retained and in compliance with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR) and other relevant policies and procedures (for example data retention policies).
- Where a pattern is identified, the school will implement appropriate action, for example reviewing the LADO threshold and completing a referral if harm test met.

Definition of low-level concerns

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and



- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority
- Examples of such behaviour could include, but are not limited to:
 - Being overly 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
 - Using inappropriate sexualised, intimidating or offensive language

Sharing low-level concerns

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- Empowering staff to share any low-level concerns
- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised

Responding to low-level concerns

If the concern is raised via a third party, the headteacher will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously
- To the individual involved and any witnesses.
- The headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's Code of Conduct.
- Record keeping.
- All low-level concerns will be recorded in writing. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- Kept confidential, held securely and comply with the DPA 2018 and UK GDPR.
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in section 1 of this appendix, we will refer it to the designated officer at the local authority.
- Retained at least until the individual leaves employment at the school.



Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

References

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the designated officer at the local authority and is found to be substantiated; and/or
- The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance.

For further information see

Hertfordshire Safeguarding Children Partnership Procedures Manual Section 5.1.5 Managing Allegations Against Adults who work with Children and Young People.

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

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

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

- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or education setting's safeguarding arrangements.
- Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school's senior leadership team.

Safer working practice

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook/school code of conduct/staff behaviour policy and Safer Recruitment Consortium document Guidance for safer working practice for those working with children and young people in education settings (May 2019) and also Addendum April 2020 available at: <https://www.saferrecruitmentconsortium.org/>

The document seeks to ensure that the responsibilities of school leaders towards children and staff are discharged by raising awareness of illegal, unsafe, unprofessional and unwise behaviour. This includes



guidelines for staff on positive behaviour management in line with the ban on corporal punishment (School Standards and Framework Act 1998). Please see Kings Langley's behaviour management policy for more information.

HSCP escalation and complaints procedure link:

https://hertsscb.proceduresonline.com/chapters/p_resolution_disagree.html



APPENDIX 1: KEEPING CHILDREN SAFE IN EDUCATION
Part One OR Annex A: Information for all school staff
Annex B: Further information

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

All staff that have direct working with children should have access and have read Part one OR Annex A and Annex B (which provides further information specific forms of abuse and safeguarding issues) of this statutory guidance. Those staff who do not work directly with children should read either Part one or Annex A (a condensed version of Part one) of this guidance. This is entirely a matter for the school and will be based on their assessment of which guidance will be most effective for their staff to safeguard and promote the welfare of children. All Staff should also have the opportunity to seek clarity from designated staff for any content.

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

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

Link to KCSiE (DfE, 2024):

https://assets.publishing.service.gov.uk/media/66d7301b9084b18b95709f75/Keeping_children_safe_in_education_2024.pdf

It is also recommended that staff read Annex F: Table of substantive changes from previous version (September 2023) KCSiE (DfE 2024) which can be accessed via the link above.



APPENDIX 2: DECLARATION FOR STAFF Child Protection Policy and Keeping Children Safe in Education

School name: **Kings Langley School**

Academic Year: **2024/2025**

Please sign and return to: **Georgina Howard:**

By: **Friday 27th September 2024**

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

1. Kings Langley's Child Protection Policy
2. **Part 1 and Annex B** of 'Keeping Children Safe in Education' DfE Guidance, 2023
3. Safeguarding Policy
4. Staff Code of Conduct / Whistleblowing Policy
5. E-Safety Policy

I am aware that the DSL/DSLs are:

- Graeme Searle
- Georgina Howard
- Jun Shaw
- Vicki Battaglia
- Rhonda Rennick
- Antonia Sharp
- James Tubb

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

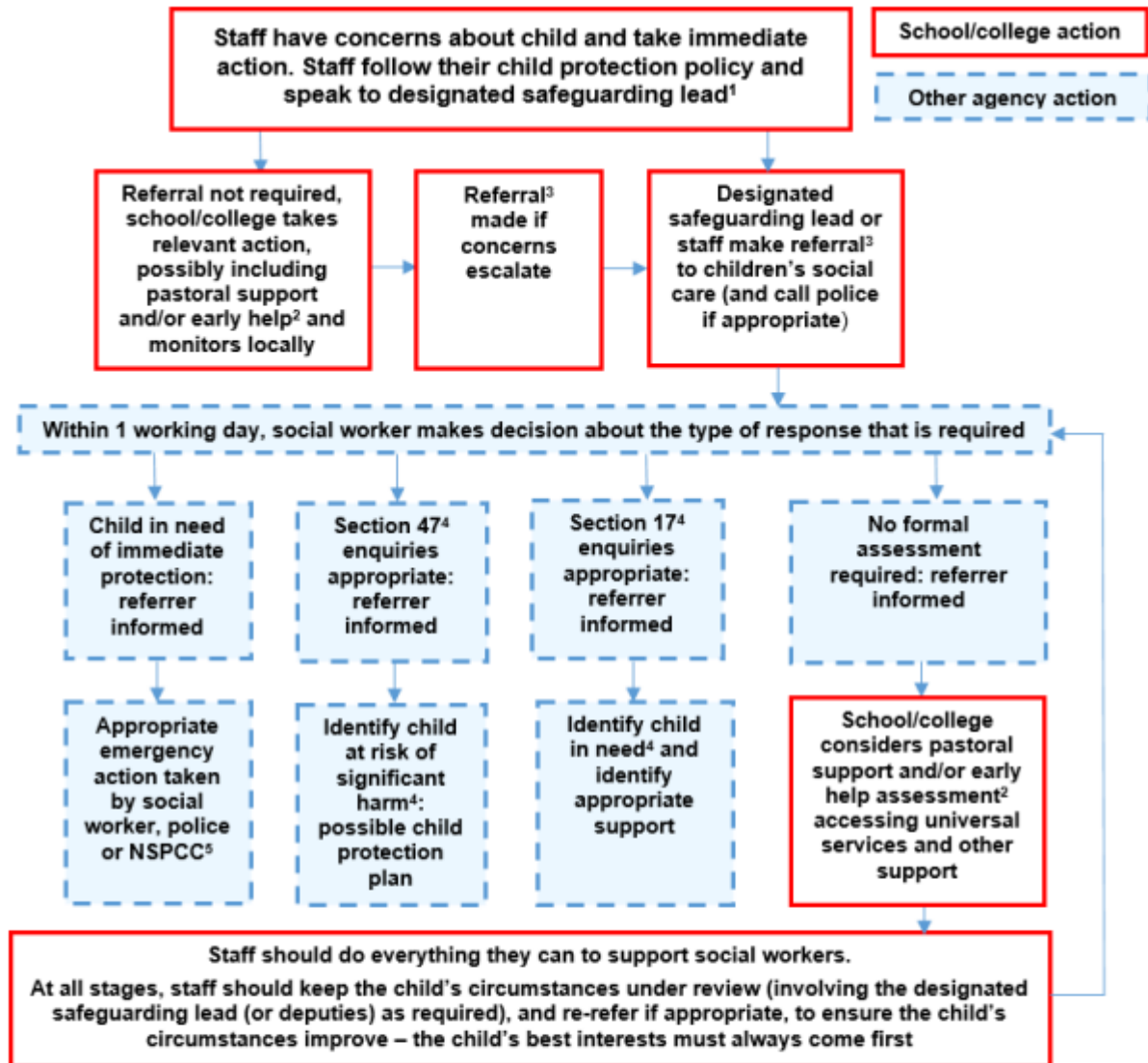
I know that further guidance, together with copies of the policies mentioned above, are available on the school website or from the DSL's.

Signed: _____

Date: _____



APPENDIX 3: ACTIONS WHERE THERE ARE CONCERNS ABOUT A CHILD Flowchart



¹ In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

² Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

³ Referrals should follow the process set out in the local threshold document and local protocol for assessment. See [Working Together to Safeguard Children](#).

⁴ Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in [Working Together to Safeguard Children](#).

⁵ This could include applying for an Emergency Protection Order (EPO).



The National Police Chiefs' Council - when to call the police guidance

This advice covers incidents on school and college premises where students have potentially committed a crime. It provides guidance on what schools and colleges should bear in mind when considering contacting the police. This advice covers the following situations:

- Assault
- Criminal damage
- Cyber crime
- Drugs
- Harassment
- Sexual offences
- Theft
- Weapons

This advice aims to support schools and college to make defensible decisions when considering whether to involve the police. Further guidance can be found at:

<https://www.npcc.police.uk/SysSiteAssets/media/downloads/publications/publications-log/2020/when-to-call-the-police--guidance-for-schools-and-colleges.pdf>

APPENDIX 4: INDICATORS OF ABUSE AND NEGLECT

The framework for understanding children’s needs:



Working Together to Safeguard Children (DFE, 2015)

Knowing what to look for is vital for the early identification of abuse and neglect. All staff should be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology maybe used to facilitate offline abuse. Children maybe abused by an adult or adults or by 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.	
Child	
Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact
Bite-marks – site and size Burns and Scalds – shape, definition, size, depth, scars	Aggression towards others, emotional and behaviour problems



Improbable, conflicting explanations for injuries or unexplained injuries	Frequently absent from school
Untreated injuries	Admission of punishment which appears excessive
Injuries on parts of body where accidental injury is unlikely	Fractures
Repeated or multiple injuries	Fabricated or induced illness -
Parent	Family/environment
Parent with injuries	History of mental health, alcohol or drug misuse or domestic violence.
Evasive or aggressive towards child or others	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Explanation inconsistent with injury	Marginalised or isolated by the community.
Fear of medical help / parents not seeking medical help	Physical or sexual assault or a culture of physical chastisement.
Over chastisement of child	
Emotional abuse	
<p>The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as over protection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.</p>	
Child	
Self-harm	Over-reaction to mistakes / Inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a 'loner' Frozen watchfulness particularly pre school



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



Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships
Parent	Family/environment
Failure to meet the child's basic essential needs including health needs	Marginalised or isolated by the community.
Leaving a child alone	History of mental health, alcohol or drug misuse or domestic violence.
Failure to provide adequate caretakers	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Keeping an unhygienic dangerous or hazardous home environment	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Unkempt presentation	Lack of opportunities for child to play and learn
Unable to meet child's emotional needs	Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
Mental health, alcohol or drug difficulties	
Sexual abuse	
<p>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. Sexual abuse can take place online and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as peer on peer abuse) in education and all staff should be aware of it and of their school's policy and procedures for dealing with it.</p>	
Child	
Self-harm - eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctant to undress for PE	Withdrawal, isolation or excessive worrying



Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention / concentration (world of their own)
Pain, bleeding, bruising or itching in genital and /or anal area	Sudden changes in school work habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	
Parent	Family/environment
History of sexual abuse	Marginalised or isolated by the community.
Excessively interested in the child.	History of mental health, alcohol or drug misuse or domestic violence.
Parent displays inappropriate behaviour towards the child or other children	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Conviction for sexual offences	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Comments made by the parent/carer about the child.	Grooming behaviour
Lack of sexual boundaries	Physical or sexual assault or a culture of physical chastisement.



APPENDIX 5: OPERATION ENCOMPASS – Information sharing from Police regarding Domestic Abuse notifications (2nd December 2019)

Operation Encompass Safeguarding Statement:

- Our school is part of Operation Encompass. This is a police and education early intervention safeguarding partnership which supports children and young people who experience Domestic Abuse.
- Operation Encompass means that the police will share information about Domestic Abuse incidents with our school PRIOR to the start of the next school day when they have been called to a domestic incident.
- Our parents are fully aware that we are an Operation Encompass school.
- The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information.
- The Key Adult has also led training for all school staff and Governors about Operation Encompass, the prevalence of Domestic Abuse and the impact of this abuse on children. We have also discussed how we can support our children following the Operation Encompass notification.
- We are aware that we must do nothing that puts the child/ren or the non-abusing adult at risk.
- The Safeguarding Governor will report on Operation Encompass in the termly report to Governors. All information is anonymised for these reports.
- The Key Adult has used the Operation Encompass Toolkit to ensure that all appropriate actions have been taken by the school.

OUR KEY ADULTS ARE: the DSL and Deputy DDSLs

Key contacts at Kings Langley School

Role	Name	Contact number	Email
Designated Safeguarding Lead	Graeme Searle	01923 264504	searleg@kls.hests.sch.uk
Deputy Designated Safeguarding Leads	Georgina Howard Jun Shaw Vicki Battaglia Rhonda Rennick Antonia Shaw James Tubb	01923 264504	admin@kls.herts.sch.uk
Headteacher	David Fisher	01923 264504	head@kls.herts.sch.uk
Chair of Governors	Frances Stickley	01923 264504	admin@kls.herts.sch.uk
Vice Chair of Governors	Dawn Helfgoff	01923 264504	admin@kls.herts.sch.uk



Children with unexplainable and/or persistent absences from education in accordance with setting attendance policy

All children, regardless of their circumstances, are entitled to an efficient, full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, child sexual exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

Department for Education guidance makes it clear that in carrying out this duty, local authorities must have in place arrangements for joint working and information sharing with other local authorities and partner agencies. It also states that all agencies which come into contact with children must cooperate with the local authority's arrangements for identifying children thought to be missing from education.

Separate guidance is available for schools on Herts Grid for Learning; about the legitimate removal of pupils from a school roll. A child legitimately removed from roll is not in most cases missing from education and all schools, including academies and independent schools are legally required to notify the local authority when they remove/plan to remove a child from their roll.



APPENDIX 6: Ofsted School Inspection Handbook September 2024

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

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

<https://www.gov.uk/government/publications/school-inspection-handbook-eif/school-inspection-handbook-for-september-2023>



APPENDIX 7: Sexual violence and sexual harassment between children in schools and colleges guidance (2021)

This is advice provided by the Department for Education (the department). Its focus is child on child sexual violence and sexual harassment at schools and colleges. The advice covers children of all ages, from primary through to secondary stage and into colleges and online. For the purposes of this advice, a child is anyone under the age of 18. Whilst the focus of the advice is on protecting and supporting children, schools and colleges should of course protect any adult students and engage with adult social care, support services and the police as required.

The advice sets out what sexual violence and sexual harassment is, how to minimise the risk of it occurring and what to do when it does occur or is alleged to have occurred.

The advice highlights best practice and cross-references other advice, statutory guidance and the legal framework.

It is for individual schools and colleges to develop their own policies and procedures. It is important that policies and procedures are developed in line with their legal obligations, including the Human Rights Act 1998 and the Equality Act 2010, especially the Public Sector Equality Duty, and their local multi-agency safeguarding arrangements. It is important that schools and colleges consider how to reflect sexual violence and sexual harassment in their whole school approach to safeguarding and in their child protection policy.

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

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf



APPENDIX 8: Online Safety Guidance

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

Hertfordshire Guidance:

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



APPENDIX 9: GDPR, data protection and Freedom of Information

If schools subscribe to the Herts for Learning GDPR Toolkit or Enhanced Data Protection Officer Service, schools can contact the service desk for guidance.

Schools can also contact their legal providers.

Further information can be accessed at; <https://ico.org.uk/for-organisations/>



APPENDIX 10: INFORMATION SHARING:

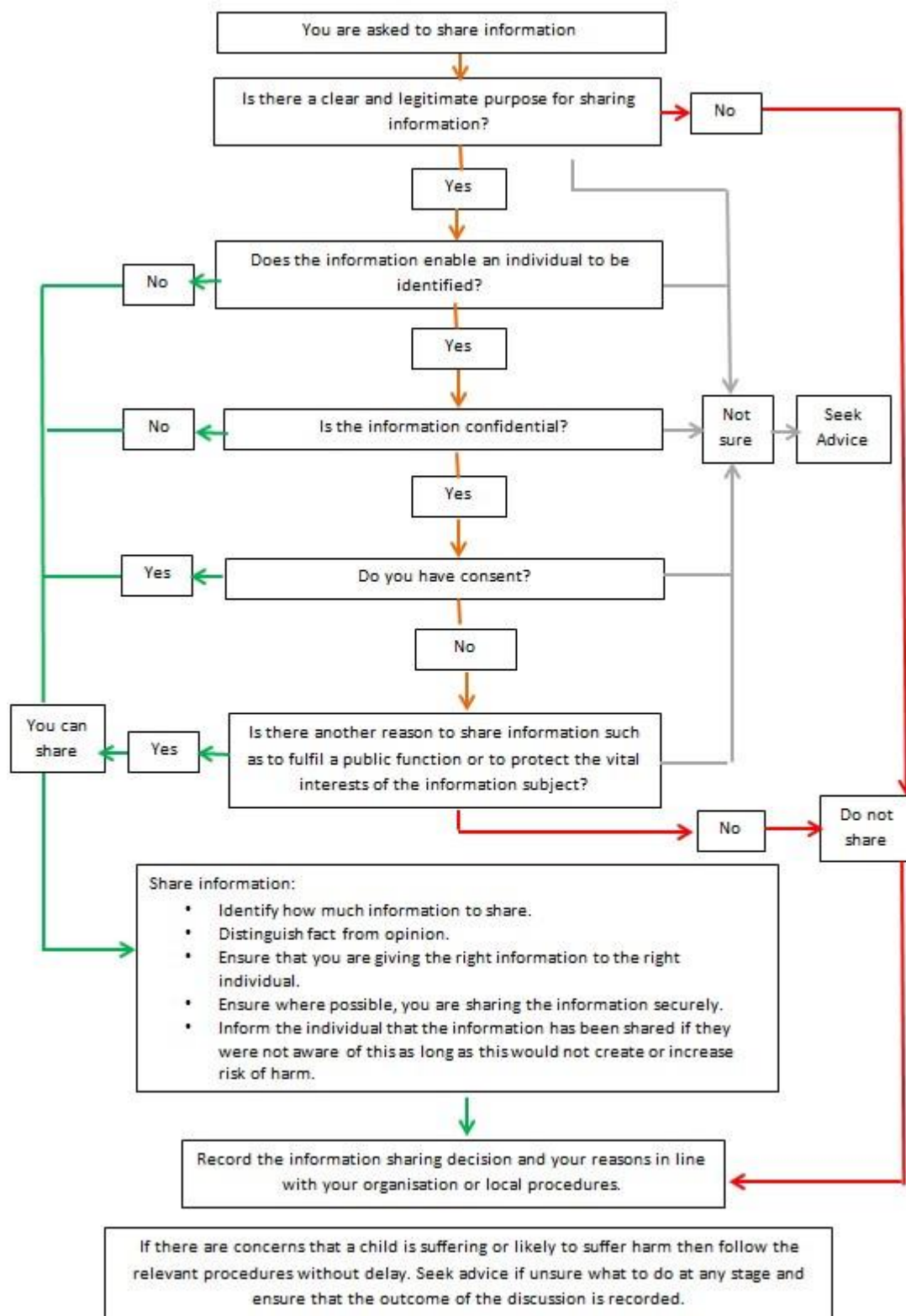
Advice for practitioners providing Safeguarding services to children, young people, parents and carers (DFE March 2015) Extracts

The seven golden rules to sharing information

1. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
2. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
3. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
4. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
5. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
6. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
7. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.



Flowchart of when and how to share information





APPENDIX 11: CHANGES 2022-23

Table of substantive changes from previous CP policy

SECTION OF POLICY	CHANGES
Contents (page 2)	Changes to page numbers.
1. Rationale	No changes from CP policy 2023.
2. Introduction	<p>Addition in paragraph 2 outlining that ‘children’ includes everyone under the age of 18.</p> <p>Addition in paragraph 2 outlining that ‘safeguarding includes providing help and support to meet the needs of children as soon as problems emerge, whether that is within or outside the home, including online’.</p> <p>Date change of KCSiE 2023 to KCSiE 2024 throughout.</p>
3. Statutory Framework	No changes from CP policy 2023.
4. DSL/ DDSL	<p>Updates to the KLS Safeguarding Team to reflect changes in staffing / roles</p> <p>Date change of KCSiE 2023 to KCSiE 2024 throughout.</p>
5. The management of safeguarding (Governing Body, proprietors and management committees)	<p>Date change of KCSiE 2023 to KCSiE 2024 throughout.</p> <p>Addition to page 14, bullet point 4:</p> <ul style="list-style-type: none"> • appropriate safeguarding arrangements are in place to respond to children with unexplainable and/or persistent absences from education <p>Addition to page 14, bullet point 8:</p>



	<ul style="list-style-type: none">It is good practice to give the school or college additional options to make contact with a responsible adult when a child with unexplainable and/or persistent absences from education is also identified as a welfare and/or safeguarding concern.
6. School procedures	Date change of KCSiE 2023 to KCSiE 2024 throughout.
7. When to be concerned	<p>Date change of KCSiE 2023 to KCSiE 2024 throughout.</p> <p>Addition to page 28, paragraph 2 under the heading of Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE):</p> <ul style="list-style-type: none">Exploitation is recognised as a standalone and serious risk of harm to children and young people and therefore staff are required to understand what it is and the indicators that may be presented in children and young people’s behaviour, disclosures and relationships with peers, adults and the environment around them. This links with the importance of not treating older children to be more mature and capable than they are and recognising that some of their presenting behaviours may be a result of exploitation rather than not engaging or misusing their independence. <p>Addition to page 29, paragraph 3 under the heading of Domestic Abuse:</p> <ul style="list-style-type: none">Staff should appreciate the impact on children seeing, hearing or experiencing the effects of domestic abuse. Section 2 of The Domestic Abuse Act 2021 (para 24) says that it is important that staff recognise and understand that children are victims in their own right. Children within the same sibling groups may experience this abuse differently, impacting them in different ways and as such resulting in them having different needs. Professionals should not automatically consider older children to be more resilient because they are not presenting with concerning behaviour or that a younger child is resilient because they have been exposed to less domestic abuse incidences.
8. Dealing with a Disclosure	No changes from CP policy 2023.



9.Record Keeping	No changes from CP policy 2023.
10.Confidentiality	No changes from CP policy 2023.
11.Communication with parents	Date change of KCSiE 2023 to KCSiE 2024 throughout.
12. Allegations of abuse made against adults who work with children and young people.	No changes from CP policy 2023.
13. Appendices Appendix 1. Link to KCSiE (DfE, 2023) Part One or Annex A: Information for all school and college staff Annex B: Further information	Date change. Updated link to KCSiE (DfE, 2024).
Appendix 2. Declaration for staff: Child Protection Policy and (KCSiE)	Date changes. Updates to the KLS Safeguarding Team to reflect changes in staffing / roles. Additional Health and Safety Policy added to the reading list.
Appendix 3. What to do if you are concerned about a child flowchart	Title change to 'Actions where there are concerns about a child'. Change of flow diagram.



Appendix 4. Indicators of abuse and neglect	No changes from CP policy 2023.
Appendix 5. Operation Encompass – Information sharing from Police regarding Domestic Abuse notifications and Children Missing from Education (2nd December 2019)	Updates to the KLS Safeguarding Team to reflect changes in staffing / roles.
Appendix 6. Ofsted school Inspection Handbook (September 2023)	Date change of KCSiE 2023 to KCSiE 2024. Updated link to the Ofsted School Inspection Handbook 2024.
Appendix 7. Sexual violence and sexual harassment between children in schools and colleges guidance (2021)	No changes from CP policy 2023.
Appendix 8. Online Safety guidance	No changes from CP policy 2023.
Appendix 9. GDPR, data protection and Freedom of Information	No changes from CP policy 2023.



<p>Appendix 10. Information sharing advice for practitioners providing safeguarding services to children, young people, parents and carers (DfE March 2015) extracts</p>	<p>No changes from CP policy 2023.</p>
<p>Appendix 11. Changes 2023-24 Table of substantive changes from previous CP Policy</p>	<p>See above (Appendix 11) for changes.</p>