



Safeguarding Children and Child Protection at Haileybury

1. Commitment to Safeguarding

- 1.1 Haileybury is committed to being a welcoming, friendly school, where unkindness and bullying have no place. Safeguarding and Child Protection is at the core of all we do. Our aspiration is that all our pupils should be able to develop their skills and abilities to the full and that their achievements and successes should be recognised and valued appropriately. Pupils must be able to develop and achieve in a secure and positive environment, free from fear or intimidation.
- 1.2 Pupils can gain support from a range of individuals within the school community, such as the School Counsellor, the School Doctor, the Chaplain, their HM and their tutor. In addition they can raise a concern with any member of staff whom they trust and feel comfortable talking to.

2. Key Safeguarding Personnel

- 2.1 At Haileybury the Child Protection Team is led by the Designated Safeguarding Lead (DSL) for Child Protection, Dr Laura Pugsley (Head of Lower School). A team of five Deputy DSLs assist Dr Pugsley with all Safeguarding and Child Protection matters: Mr Simon Heard (Deputy Master), Dr Lucy Johnson, Ms Carrie Walshe (Head of Sixth Form), Mrs Olivia Firek (Head of Middle School), Mr Hugo Wilson (Head of Removes) Lead responsibility for Child Protection and Safeguarding at Haileybury lies with Dr Pugsley.
- 2.2 During term time a member of the Child Protection Team will always be available for staff, pupils or parents to discuss any safeguarding concerns. All members of the Child Protection Team update their knowledge and skills and undertake appropriate training at least annually and in accordance with the requirements set out in the government's 'Keeping Children Safe in Education' (KCSIE, September 2016 updated 3 September 2018) and 'Working Together to Safeguard Children' (July 2018.)
- 2.3 Haileybury's Child Protection Team
DSL: Dr Laura Pugsley (Head of Lower School) 07384 254505 / 01992 706284 childprotection@haileybury.com
l.pugsley@haileybury.com

Deputy DSLs: All are available on childprotection@haileybury.com and 07384 254505 and in addition:

Mr Simon Heard (Deputy Master)	01992 706233
Dr Lucy Johnson	
Ms Carrie Walshe (Head of Sixth Form)	
Mrs Olivia Firek (Head of Middle School)	
Mr Hugo Wilson (Head of Removes)	

- 2.4 The designated Governor for Child Protection and Safeguarding at Haileybury is Mr Nigel Richardson contact details can be obtained from the Deputy Clerk to the Governors, Mrs Catrin Mills, (c.mills@haileybury.com 01992 706497)
- 2.5 Haileybury follows the procedures as laid down by the Hertfordshire Safeguarding Children Board (HSCB) <http://hertsccb.proceduresonline.com/chapters/contents.html>. The school co-operates with the HSCB and other appropriate external agencies as may be necessary as part of any Child Protection investigation.
- 2.6 Haileybury is committed to safeguarding children and promoting their welfare and wellbeing. Staff are aware that whilst Dr Pugsley takes lead responsibility for safeguarding and child protection **all staff** have a role to play in safeguarding children. In order to fulfil this role effectively Haileybury adopts a pupil-centred approach focussing on the best-interest of the child at all times.

3. Safeguarding Training for Staff

- 3.1 Every member of Haileybury staff (including temporary staff, voluntary staff, members of Council and Governors) is given appropriate Safeguarding and Child Protection training. This training is provided by the HSCB or a member of the Child Protection Team.
- 3.2 The identity and function of the Child Protection Team is covered during Child Protection and induction training as is information on the Prevent duty (see page 10). In addition all staff complete the Prevent duty training as recommended by

- the Home Office <https://www.elearning.prevent.homeoffice.gov.uk/> and provide the DSL with evidence of this training having been completed. The Child Protection Team consult with HSCB to ensure they have the most up-to-date and highest level of Prevent training available to them so they can provide appropriate advice and support to other members of staff on protecting children from radicalisation.
- 3.3 All training provided is in line with HSCB policies and procedures (<http://www.hertssafeguarding.org.uk/>) as well as the school's own Safeguarding and Child Protection Policy. The Child Protection Team consult with HSCB to decide the most appropriate schedule, level and focus for Safeguarding and Child Protection training (e.g. online bullying, managing peer on peer abuse, mental health, female genital mutilation, radicalisation etc.).
 - 3.4 Refresher training is provided for all staff at least every three years with additional safeguarding and child protection updates being raised and disseminated at least annually although usually termly. Records of training sessions and attendees are kept by the HR Department and/or the DSL. All staff are issued with a Child Protection cue card that provides the name and contact details of the Child Protection Team.
 - 3.5 The school's Safeguarding and Child Protection Policy provides the foundations of the Child Protection Training provided to all staff at Haileybury. In addition to this, all staff are made aware of the school's behaviour policy, ICT acceptable use policy, whistleblowing policy, staff code of conduct and safeguarding responses to children missing from education. These are all available on the school [intranet](#). The staff code of conduct lays out the standards expected of staff regarding their behaviour and conduct. These standards are covered within induction and staff training and are in place to ensure that no member of staff's actions place them or any pupil at risk of actual or alleged harm. Examples of situations where this may be particularly relevant include one-to-one tuition, sports, drama or music coaching and tuition, and inappropriate electronic communication with pupils.
 - 3.6 All staff are provided with a copy of Part 1 of KCSIE during induction and subsequently sent an electronic copy of the document. All staff are required to complete a questionnaire after they have read KCSIE (Part 1, including Annex A) and the School's Child Protection Policy then provide a signed form stating they have read and understood both documents. Whenever an updated version of KCSIE is issued all staff are asked to repeat the process outlined in the previous sentence.
 - 3.7 The Continuing Professional Development (CPD) Programme provides staff with additional related training from both internal and external agencies. In March 2019 Karl Hopwood spoke to staff and pupil on e-safety, in August 2018 Mind/Herts presented mental health training on "Spot the signs, Suicide risk in Young People"; to HMs/Matrons and Health Centre staff. Two members of staff have been trained as Youth Mental Health First Aid trainers and have begun training the AHMs. In January 2017, Theresa Hughes presented on online-safety, grooming and safeguarding; Youth Mental Health First Aid training was provided for all HMs, June 2016 Haileybury hosted a Festival of Wellbeing with sessions on Pre-Teen Stress, Alcohol and substance abuse, Screen Time and Resilience.
 - 3.8 All staff are made aware in their application process, induction and training that the school follows the Department for Education guidance on Child Protection:
 - Keeping Children Safe in Education (KCSIE, September 2018.)
 - Working Together to Safeguard Children (July 2018.) (WTSC).
 - 3.9 The following legislation and guidance has also been used to inform this Child Protection Policy, all related procedures, and any Child Protection training undertaken at Haileybury:
 - Local inter-agency guidance from the Hertfordshire Safeguarding Children Board (HSCB.)
 - Working Together To Safeguard Children (HM Government July 2018.)
 - The Child Protection and Safeguarding Handbook for Schools, 2nd edition (published June 2013.)
 - Every Child Matters; Dealing with Allegations of Abuse against Teachers and other Staff – Guidance for Local Authorities.
 - The prevent duty (August 2015.)
 - Prevent Duty Guidance: for England and Wales (July 2015.)
 - The Prevent duty: Departmental advice for schools and childminders (June 2015.)
 - The use of social media for on-line radicalisation (July 2015.)
 - Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018)

4. Educating pupils about Safeguarding and Child Protection

- 4.1 As made clear in our Ethos statement and our Countering Bullying and Behaviour Policies, Haileybury is committed to being a welcoming and friendly community where unkindness and bullying have no place. Embedded within the culture of the school is an understanding of the importance for pupils to respect one another and be helpful, tolerant and supportive in their approach.
- 4.2 All pupils are educated about Safeguarding, online safety, radicalisation and Child Protection issues through the school's Personal, Health and Social Education (PHSE) and Tutorial programme (covering topics including gender issues, hazing, sexting, initiation). At the start of each academic year all pupils are introduced by video to the Child Protection Team, School Doctor, School Chaplain, School Counsellor, and Independent Listener and informed of the various roles they serve within the context of Safeguarding, as well as being made aware of how to contact these individuals. A number of emergency contacts are available to all pupils at all times, including the Child Protection team and Health Centre.
- 4.3 All pupils are issued with a Pupil Handbook that contains information on online safety and child concerns and this document is covered within tutorial sessions and frequently referred to within House meetings. These concepts are reinforced within the boarding houses and around school where pupils are encouraged to interact with one another, across year groups and between houses and sexes so that mutual respect is developed and appreciated.
- 4.4 Staff speak with pupils both formally and informally about peer on peer relationships and why unacceptable behaviour between pupils will not be ignored by the school or considered as "banter" or "part of growing up". Peer on peer abuse, whether gendered or not, is unacceptable and is taken very seriously. HMs have meetings with pupils in their houses to remind them of the importance of online safety.
- 4.5 Under the guidance of senior staff and the DSL, pupils who are College Prefects or Peer Supporters help further develop respectful pupil on pupil relationships within the school. To assist them in discharging these duties they are all provided with the opportunity to undertake Level 1 Safeguarding Training. Other pupils who may be interested in undertaking the training are also able to attend.

5. A Wider Commitment to Safeguarding and Child Protection

- 5.1 Inter-Agency work on Safeguarding and Child Protection is a priority at Haileybury. The DSL is in frequent contact with Frazer Smith (Senior Child Protection Schools Liaison Officer) at HSCB to seek advice and guidance and if necessary to confirm the best route of support for any pupil for whom a concern has been raised. The Child Protection Team work closely with the School Doctor and School Counsellor to ensure appropriate external agencies, including the police, HSCB and Child and Adolescent Mental Health Services (CAMHS) are contacted as and when necessary.
- 5.2 To strengthen further Haileybury's commitment to pupil Safeguarding and Wellbeing a Safeguarding and Wellbeing Committee was established in 2013 and a Pastoral Group in 2014.
- 5.3 The Safeguarding and Wellbeing Committee consists of the designated Governor for Child Protection and Safeguarding, three other Members of Council, the Deputy Master and the DSL. The group meets once every term to receive and review reports related to pupil welfare and safeguarding. Further details regarding the role of this committee can be found in the appendix.
- 5.4 The Haileybury Pastoral Group consists of the Deputy Master, who would normally chair; four/five other members of the school community consisting of the following, the Designated Safeguarding Lead (DSL), the Deputy Head (Co-Curricular), the School Chaplain, the School Doctor, School Counsellor and the Proctor.
- 5.5 The Group meets six times a year (twice termly) and reports to the Master and annually to the Haileybury Council Safeguarding and Wellbeing Committee. The Group meets to discuss the provision of pastoral care within Haileybury. Further details regarding the role of this committee can be found in the appendix.

6. Safeguarding¹

- 6.1 Safeguarding is the action that is taken to promote the welfare of children and protect them from harm. Safeguarding means:
 - Protecting children from abuse and maltreatment.
 - Preventing harm to children's health or development.
 - Ensuring children grow up with the provision of safe and effective care.

¹ <https://www.nspcc.org.uk/preventing-abuse/safeguarding/>

- Taking action to enable all children and young people to have the best outcomes.

7. Guidance for Staff, Parents and Others

7.1 Dealing with Concerns about a Child

- Part of Haileybury's Child Protection training that all staff undertake includes identifying and being aware of the signs and types of behaviour which may indicate all is not well with a pupil/pupils. Further information regarding definitions and indicators of abuse are found later within this document.
- Concerns/Child in need: All staff are well placed to observe signs of abuse, changes in behaviour or a failure to thrive. Staff must report to the DSL/a member of the Child Protection Team at the earliest opportunity anything which gives them cause for concern regarding a child's welfare. Individuals may all be noticing various symptoms, but it is possible that no one feels it important enough to pass on this information; it is rather like a jigsaw that needs fitting together. No single person can have a full picture of a child's needs and circumstances and staff must remember their role and responsibility in the early identification of signs and symptoms of potential abuse, neglect and radicalisation. One way in which staff at Haileybury can refer symptoms is through the Haileybury [CPOMS](#), the online Child Protection reporting system and these reported concerns are only accessible by the Child Protection Team.
- Staff are regularly reminded of their role and responsibility in identifying cases where a child may be in need of help as well as those where a child may be at risk of harm and the importance of their seeking immediate help to ensure that the child receives appropriate help and without delay. All communication regarding concerns about a child (as opposed to a child being in immediate danger – see below) should be directed to the Child Protection Team, who will report to the Master. Anyone can also refer their concern about a child to Children's Services (see below) or to specialist services if they wish. All referrals should be made in accordance with the referral threshold set by HSCB (<https://www.hertfordshire.gov.uk/media-library/documents/childrens-services/hscb/child-protection-form.pdf>) If a referral is made by anyone other than a member of the Child Protection Team, they should be informed, as soon as possible, that a referral has been made.
- Information related to a child protection or safeguarding concern will be disseminated to the appropriate staff and local agencies on a 'need-to-know' basis, keeping the welfare and safety of the pupil in question at the centre of any decision made. All staff are made aware of their duty to process personal information fairly and lawfully, in line with the Data Protection Act 2018 but that this must not be a barrier to sharing information where the failure to do so would result in a child being placed at risk of harm.
- The Child Protection Team will provide additional support and guidance for staff in any situation where they may be required to support other agencies and professionals (for examples HSCB and Channel) in an early help assessment or with an individual referral.
- Where the Master or Child Protection Team are concerned that a pupil has suffered abuse or is likely to suffer significant harm, (this could also include peer on peer abuse or abuse from a group of pupils), a report will be made immediately to HSCB <http://www.hertssafeguarding.org.uk/>.
- Child at risk: If a child is in **immediate danger** or is at risk of harm a referral should be made to children's social care and/or the police **immediately**. **Anybody** can make a referral using the contact details below. If a referral is not made by the Child Protection Team they should be informed, as soon as possible, that a referral has been made.
 - email: <http://www.hertssafeguarding.org.uk/>
 - or phone Children's Services 0300 123 4043
 - or phone the police (999 if an emergency or 101 to report a concern or seek advice)
- HSCB should make a decision within one working day of a referral being made about what course of action they are taking and should let the referrer know the outcome. The referrer should follow this matter up by telephoning the Children's Social Care Team in Hertfordshire on 0300 123 4043 if the information is not forthcoming. If the child's situation does not appear to be improving the referrer should press for re-consideration. Any concern raised should always lead to help for the child.

7.2 Dealing with Allegations of Abuse against other Pupils (Peer on peer abuse)

- In the event of any disclosure of peer on peer abuse (including, but not limited to: sexting, hazing, bullying (including cyber bullying) and gender based violence/sexual assaults), all children involved, whether perceived as perpetrator or victim, will

be treated as being 'at risk' and the matter will be dealt with in line with the processes laid out in this policy and the school's Countering Bullying, Behaviour and Social Media policies available on [the school website](#).

- Any member of staff should pass their concerns regarding peer on peer abuse through to the Child Protection team, either in person or by using CPOMS and should not make the judgement call that 'kids will be kids'. Advice to staff on the management of peer on peer abuse will be provided by the Child Protection Team, the Deputy Master and the Proctor. Any member of staff who has concerns regarding inappropriate digital images should not seek to view these on a pupil's phone but pass their concerns to the Child Protection team following the guidelines in the school's policy for Searching Electronic Devices available on the [intranet](#).
- Where the Master or Child Protection Team believe that a pupil may be in need of additional support from one or more agencies, local procedures will be followed to ensure immediate (within 24-hour), referral and assessment. Referrals should lead to inter-agency assessment using local processes, including use of Families First (01992 555 980) (previously known as Common Assessment Framework (CAF)) and Multi-Agency Safeguarding Hub (MASH).
- Any pupil who has been the victim of abuse whether peer on peer or other will be provided with additional support as outlined in the school's Countering Bullying, Behaviour and Social Media policies.

7.3 Child on child sexual violence and sexual harassment

- In line with Part 5 of KCSIE (2018) and "Sexual Violence and harassment between children in schools and colleges" (May 2018), staff and pupils are made aware that sexual violence and sexual harassment are always wrong, through the safeguarding training programme and PHSE/tutorial curriculum. The Safeguarding and Wellbeing committee ensures that the Governing Body and Council are aware of their legal obligations.

7.4 Dealing with Allegations of Abuse against Teachers and Other Staff

- Any allegations of abuse against teachers or members of the Haileybury staff (including against a member of the Child Protection Team, temporary or volunteer staff) should be reported immediately to the Master, Mr Martin Collier (01992 706 202). **Staff must not be informed** that an allegation has been made against them. The Master will inform the Hertfordshire Local Authority Designated Officer/ team of officers (LADOs) within one working day of any allegation of abuse made against any member of the Haileybury staff.

Hertfordshire LADOs

Tony Purvis (LADO)

tony.purvis@hertfordshire.gov.uk

(01992) 556979

Andrea Garcia-Sangil (LADO)

[andrea.garcia-](mailto:andrea.garcia-sangil@hertfordshire.gov.uk)

sangil@hertfordshire.gov.uk

(01992) 556372

Marrie Moat (Support Officer)

marrie.moat@hertfordshire.gov.uk

(01992) 556986

- If the Master is absent or cannot be contacted then any allegation against a teacher or member of the Haileybury staff should be passed to the Chair of Governors, Mr Alan Pilgrim who will keep the Master informed. Alan can be contacted by phone: 01992 706 203 or by email via the Deputy Clerk to the Governors, Mrs Catrin Mills, (c.mills@haileybury.com 01992 706497).
- In the unlikely event that Alan cannot be contacted, any allegation against a teacher or member of the Haileybury staff should be passed to the nominated Governor for Child Protection, Mr Nigel Richardson whose contact details can be obtained via the Deputy Clerk to the Governors, Mrs Catrin Mills, (c.mills@haileybury.com 01992 706497).
- Should an allegation be made against the Master, that allegation should be reported to the Chair of Governors, Mr Alan Pilgrim. Alan can be contacted by phone: 01992 706 203 or by email via the Deputy Clerk to the Council, Mrs Catrin Mills (see contact details above). The Hertfordshire LADOs will be informed within one working day of any allegation of abuse made against The Master. **The Master must not** be informed if an allegation is made against him.
- In the unlikely event that procedures above cannot be carried out, the Hertfordshire LADOs should be contacted immediately Tel: 0300 1234 043 (see individual contacts above.)
- Any member of staff making an allegation of this kind against the Master, a member of the Child Protection Team or another member of staff should take note of the terms within the school's [Whistleblowing Policy](#) found on the school website which would operate in such cases. Additional guidelines on whistleblowing issued by the government can be found at: <https://www.gov.uk/whistleblowing>. The National Society for the Prevention of Cruelty to Children (NSPCC) whistleblowing helpline is also available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can telephone 0800 028 0285 (8:00am to 8:00pm Monday to Friday) or email: help@nspcc.org.uk.

- Where allegations are made concerning a member of staff, DfE KCSIE (part 4) guidelines will be followed. In any situation when an allegation is made against a teacher or member of the Haileybury staff, the clear priority will be the quick resolution of the allegation to the benefit of all concerned, although the pace and form of the investigation is a matter for the LADOs, who will be contacted within one working day of the allegation being made, and in complex cases can demand time. When dealing with such an allegation, all unnecessary delays would be avoided.
- The Master and Chair of Governors will avoid making any judgement or decision and will not investigate any allegation without prior consultation with the Hertfordshire LADOs. In borderline cases discussions with the LADOs can be held informally and without naming the school or individual. In the most serious Safeguarding cases, as defined by the LADOs, the Police will be consulted prior to any school investigation so as not to jeopardise statutory investigations in case any crime has been committed. Haileybury will give due weight and consideration to the views of the LADOs and where applicable the Police before making any decision regarding appropriate staff disciplinary arrangements.
- If there has been a substantiated allegation against a member of staff, the school will work with the LADOs to determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future.
- If a situation arose where a member of the Haileybury staff had a child protection allegation made against them and who, in the view of the Master (or in his absence the Chair of Governors), lived in accommodation where the continued occupation would be inappropriate, alternative accommodation off-site would be provided until such a time as the matter was resolved.
- Haileybury will report to the Disclosure and Barring Services² (DBS) any person (whether employed, contracted, a volunteer or student) whose services are no longer used, who leaves the school because he or she was considered unsuitable to work with children. This information will be reported within one month of the date at which the person left the school.
- Haileybury will refer to the Teaching Regulation Agency (TRA) any instance where a member of teaching staff has been dismissed or has resigned and a prohibition order may be appropriate. Reasons for dismissal could include "unacceptable professional conduct", "conduct that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence".
- In any situation where a member of staff has had an allegation of abuse made against him or her, Haileybury will make every effort to maintain confidentiality and guard against unwanted publicity. These restrictions will apply up to the point where the accused member of staff is charged with an offence, or the DfE/TRA publishes information about an investigation or decision in a disciplinary case.
- Any decisions about when to inform a member of staff about an allegation made against them will be done so in consultation and agreement with the LADOs and police.
- If you feel that concerns you have raised related to a Safeguarding or Child Protection issue have not been dealt with appropriately and constitute a potential failure of our Safeguarding Policy, these should be referred to the local Safeguarding panel: Hertfordshire Safeguarding Children Board (HSCB) <http://www.hertssafeguarding.org.uk/>.

8. Prevent and Radicalisation

- 8.1 From 1 July 2015 all schools must have regard to the statutory guidance. Paragraphs 57-76 of the guidance are concerned specifically with schools and childcare providers who are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies including schools and colleges.
- 8.2 Protecting children from the risk of radicalisation should be seen as part of the school's wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.

² DBS: PO Box 181, Darlington, DL1 9FA Tel: 01325 953 795

- 8.3 Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or certain online communities, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.
- 8.4 As with managing other safeguarding risks, staff should be alert to changes in a child's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.
- 8.5 All Haileybury teaching and pastoral staff are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.
- 8.6 All Haileybury staff undertake Prevent awareness training to equip them to identify children at risk of being drawn into terrorism and to challenge extremist ideas (see page 2).
- 8.7 Through Information Computer Technology (ICT) classes, presentations on online safety, internet filtering, firewalls and automatic internet alerts, Haileybury ensures that children are safe from terrorist and extremist material when accessing the internet through the School network. The Director of Information Technology ensures that the internet sites pupils access through the school network are constantly monitored and liaises regularly with the Deputy Master and the DSL. Any occasion where a pupil accesses a site/searches for information on a topic of concern (for example extremist organisations), a check will be run to see what other sites are being accessed and where necessary the matter will be brought to the attention of the Child Protection Team.
- 8.8 Any pupil for whom a concern is raised and brought to the attention of the school relating to their potential susceptibility to be targeted or influenced to participate in radicalism or extremism, will have their name passed through to the Child Protection Team, in line with normal Safeguarding and Child Protection Concerns. Any pupil for whom this applies will be placed on the School's 'pupils at risk register' and followed up as previously explained within this policy, under the section titled, 'Dealing with Concerns about a Child'. Each case will be dealt with on an individual basis with consideration given to the most appropriate referral, which could include Channel or Children's Social Care as well as engagement with parents/family/guardians.
- 8.9 In addition to speaking with the Child Protection Team, anyone requiring further support and advice about extremism can contact the police on their non-emergency number (101) and the DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors: 0207 340 7264 and counter-extremism@education.gsi.gov.uk

9. Definitions of Abuse

- 9.1 Whilst a list of definitions of abuse is provided below, abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one single definition or label. In most cases multiple issues will overlap with one another.
- **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. A child may be abused in a family or in an institutional or community setting by those know to them or, more rarely, by others (e.g. via the internet). A child may be abused by an adult or adults or another child or children. Abuse can take place wholly on line, or technology may be used to facilitate offline abuse.
 - **Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
 - **Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children.

- These inappropriate expectations may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur in isolation.
 - **Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.
 - **Domestic abuse:** involves any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological, physical, sexual, financial, or emotional abuse
 - **Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.
 - **Gangs and violence:** encouraging others to engage in, encourage or assist in gang-related violence, and gang-related drug dealing.
- 9.2 Staff must also be mindful that certain behaviours such as of drug taking, alcohol abuse, truanting and sexting put children in danger and such behaviour should be reported to the Child Protection Team. Safeguarding issues can also manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender based violence / sexual assaults and sexting.

10. Indicators of Abuse

10.1 Indicators of Physical Abuse:

- Bruises and abrasions – especially about the face, head, genitals or other parts of the body where such markings would not be expected to occur given the age of the child. Some types of bruising are particularly characteristic of non-accidental injury especially when the child's explanation does not match the nature of injury or when it appears frequently
- slap marks – these may be visible on cheeks or buttocks
- twin bruises on either side of the mouth or cheeks – can be caused by pinching or grabbing, sometimes to force a child to eat or to stop a child from talking
- Bruising on either sides of the ear – this is often caused by grabbing a child who is attempting to run away. It is very painful to be held by the ear, as well as humiliating and this is a common injury
- Grip marks on arms or trunk – found on babies who are handled roughly or held down in a violent way. Gripping bruises on arm or trunk can be associated with shaking a child. Shaking can cause one of the most serious injuries to a child, a brain haemorrhage. X-rays and other tests are required to fully diagnose the effects of shaking. Grip marks can also be indicative of sexual abuse
- Black eyes – are most commonly caused by an object such as a fist coming into contact with the eye socket. N.B. A heavy bang on the nose however, can cause bruising to spread around the eye but a doctor will be able to tell if this has occurred
- damage to the mouth – e.g. bruised/cut lips or torn skin where the upper lip joins the mouth
- bite marks
- fractures
- poisoning and other drug misuse – e.g. overuse of sedatives
- Burns and/or scalds – a round red burn on tender, non-protruding parts like the mouth, inside arms and on the genitals will almost certainly have been deliberately inflicted. Any burns that appear to be cigarette burns should be cause for concern. Some types of scalds known as 'dipping scalds' are always cause for concern. An experienced person will notice skin

splashes caused when a child accidentally knocks over a cup of tea. In contrast a child who has been deliberately 'dipped' in a hot bath will not have splash marks

- Bruising to the breasts, buttocks, lower abdomen, thighs and genital/rectal areas. Bruises may be confined to grip marks where a child has been held so that sexual abuse can take place
- discomfort or pain particularly in the genital areas
- the drawing of pornographic or sexually explicit images

10.2 Indicators of Emotional Abuse:

- self-harm (including changing in eating patterns and habits)
- 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
- desperate attention-seeking behaviour

10.3 Indicators of Sexual Abuse:

- a detailed sexual knowledge inappropriate to the age of the child
- behaviour that is excessively affectionate or sexual towards other children or adults
- lack of trust in adults (particularly any marked fear of men)
- Attempts to inform by making a disclosure about sexual abuse often begins by the initial sharing of limited information with one adult. It is also very characteristic of such children that they have an excessive pre-occupation with secrecy and try to bind the adults to secrecy or confidentiality
- a fear of medical examinations
- A fear of being alone – this applies to friends, families, neighbours, baby-sitters, etc.
- a sudden loss of appetite, compulsive eating, anorexia nervosa or bulimia nervosa
- excessive masturbation is especially worrying when it takes place in public
- promiscuity
- unusually explicit or detailed sex play in younger children
- sexual approaches or assaults on other children or adults
- pregnancy, urinary tract infections (UTI), sexually transmitted disease (STD) are all cause for immediate concern in young children, or in adolescents if his/her partner cannot be identified
- Bruising to the breasts, buttocks, lower abdomen, thighs and genital/rectal areas. Bruises may be confined to grip marks where a child has been held so that sexual abuse can take place
- discomfort or pain particularly in the genital areas
- the drawing of pornographic or sexually explicit images

10.4 Some potential warning signs of grooming as a precursor to sexual abuse include:

- a pupil receiving special attention or preferential treatment
- excessive time spent alone with a pupil outside of the classroom
- frequently spending time with a pupil in private or isolated areas
- transporting a pupil possibly to or from school

- making friends with a pupil's parents and visiting their home
- acting as a particular pupil's "listening ear"
- giving small gifts, money, toys, cards, letters to a pupil
- using texts, telephone calls, e-mails or social networking sites to inappropriately communicate with a pupil
- overly affectionate behaviour with a pupil
- flirtatious behaviour or making suggestive remarks or comments of a sexual nature around a pupil
- other pupils are suspicious and make jokes or references

10.5 Indicators of Neglect:

- Underweight – a child may be frequently hungry or pre-occupied with food or in the habit of stealing food or with the intention of procuring food. There is particular cause for concern where a persistently underweight child gains weight when away from home, for example, when in hospital or on a school trip. Some children lose weight or fail to gain weight during school holidays when school lunches are not available and this is a cause for concern.
- Inadequately clad – a distinction needs to be made between situations where children are inadequately clad, dirty or smelly because they come from homes where neatness and cleanliness are unimportant and those where the lack of care is preventing the child from thriving
- Persistent stomach-aches, feeling unwell, and apparent anorexia can be associated with physical neglect

10.6 The Symptoms of Stress and Distress:

When a child is suffering from any one or more of the previous four 'categories of abuse', he/she will nearly always suffer from/display signs of stress and distress. An abused child is likely to show signs of stress and distress as listed below:

- a lack of concentration and a deterioration in school performance
- aggressive or hostile behaviour
- moodiness, depression, irritability, listlessness, fearfulness, tiredness, temper tantrums, short concentration span, acting withdrawn or crying at minor occurrences
- difficulties in relationships with peers
- regression to more immature forms of behaviour, e.g. thumb sucking, bed-wetting (or its persistence)
- self-harming or suicidal behaviour
- low self-esteem
- wariness, insecurity, running away or truancy – children who persistently run away from home may be escaping from sexual/physical abuse
- disturbed sleep
- general personality changes such as unacceptable behaviour or severe attention seeking behaviour
- a sudden change in school performance

11. **Children with Special Educational Needs and Disabilities**

11.1 Children with Special Educational Needs and Disabilities (SEND) are particularly vulnerable and as such can face additional safeguarding challenges, including increased vulnerability to peer on peer abuse. Staff are aware and mindful that additional barriers can exist when recognizing abuse and neglect in children with SEND. Such barriers can include:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration.
- Children with SEND can be disproportionately impacted by things like bullying – without outwardly showing any signs.
- Communication barriers and difficulties in overcoming these barriers.

11.2 The school's Countering Bullying, Behaviour and Equal Opportunities policies provide additional information on the strategies adopted to ensure that children with SEND are appropriately supported across all areas of Haileybury. Where reasonable force is used (see below), staff are reminded that this must be minimised, particularly with SEND pupils.

12. Looked after children and previously looked after children

Looked after children are also vulnerable, and staff are reminded that previously looked after children remain vulnerable.

13. Reasonable force

In line with KCSIE (2018) the child protection and safeguarding training given at induction, and through regular and statutory updates, covers what is what is meant by the “use of reasonable force” and when it may be necessary.

14. Parental Signs of Child Abuse:

Particular forms of parental behaviour that could raise or reinforce concerns are:

- implausible explanations of injuries
- unwillingness to seek appropriate medical treatment for injuries
- injured child kept away from school until injuries have healed without adequate reason
- a high level of expressed hostility to the child
- grossly unrealistic assumptions about child development
- general dislike of child-like behaviour
- inappropriate labelling of child’s behaviour as bad or naughty
- leaving children unsupervised when they are too young to be left unattended

15. Some potential indicators that a pupil may be at risk of radicalisation

The characteristics set out below do not necessarily indicate that a person is either committed to terrorism or may become a terrorist.

15.1 Engagement with a group, cause or ideology

Engagement factors are sometimes referred to as “psychological hooks”. They include needs, susceptibilities, motivations and contextual influences and together map the individual pathway into terrorism. They can include:

- feelings of grievance and injustice
- feeling under threat
- a need for identity, meaning and belonging
- a desire for status
- a desire for excitement and adventure
- a need to dominate and control other
- susceptibility to indoctrination
- a desire for political or moral change
- opportunistic involvement
- family or friends’ involvement in extremism
- being at a transitional time of life
- being influenced or controlled by a group
- relevant mental health issues

15.2 Intent to cause harm

Not all those who become engaged by a group, cause or ideology go on to develop an intention to cause harm, so this dimension is considered separately. Intent factors describe the mindset that is associated with a readiness to use violence and address what the individual would do and to what end. They can include:

- over-identification with a group or ideology
- ‘Them and Us’ mentality

- dehumanisation of the enemy
- attitudes that justify offending
- harmful means to an end
- harmful objectives

15.3 Capability to cause harm

Not all those who have a wish to cause harm on behalf of a group, cause or ideology are capable of doing so, and plots to cause widespread damage take a high level of personal capability, resources and networking to be successful. What the individual is capable of is therefore a key consideration when assessing risk of harm to the public. Factors can include:

- individual knowledge, skills and competencies
- access to networks, funding or equipment
- criminal capability

16. Listening and talking to a child who tells you he/she is being abused

16.1 Any staff member to whom an allegation of abuse is made should:

1. Find a quiet place and make time to listen.
2. Stay calm - over-reacting may frighten the child and compound feelings of guilt
3. Not promise confidentiality. Issues relating to child protection must be passed. Reassure the child that you will only tell those people who need to know
4. take what the child says seriously and listen carefully to what you are being told
5. Limit any questioning to the minimum necessary to seek clarification, strictly avoiding 'leading' the child by making suggestions or asking questions that introduce ideas about what may have happened. (Do not ask questions like "did he/she do x to you?" using instead a minimum number of questions of the "tell me what has happened" type)
6. stop asking any more questions as soon as the child has disclosed that he or she believes that something abusive has happened to him or her, or to someone else
7. Reassure the child he/she is not to blame - it is all too easy for the victim of abuse to be blamed and to feel guilty
8. Check out your understanding of what has happened if you are not clear
9. Use the child's own words. If you are reluctant to repeat these words, the child may stop talking to you
10. Reassure the child he/she was right to tell you and you are glad he/she has done so
11. Avoid criticising the alleged perpetrator
12. Inform the child that the staff member will now make sure that the appropriate people are brought in to follow up the problems (these will include a member of the Child Protection Team and may also include external agencies)
13. Ask the child what steps they would like taken to protect them now that they have made an allegation, and assure them that the school will try to follow their wishes
14. Record statements and observations as soon as possible of what they have been told and how the child behaved. Include in this written record any non-verbal signs and indications - e.g. the child was visibly distressed/shaking
15. Follow the guidelines above and inform the relevant person immediately, this would usually be a member of the Child Protection Team unless the child protection issue involves an allegation against a member of staff in which case the Master should be informed or if the allegation is against the Master, the Chair of Governors should be informed
16. Record the disclosure on [CPOMS](#) and/or hand your record of the disclosure promptly to a member of the Child Protection Team, the Master or the Chair of Governors, as appropriate. This could be used in any subsequent legal proceedings.
17. Check your guidelines.
18. Seek support for yourself as you may need it. Listening to children's accounts of abuse can be very distressing. You may not be able to help the child if you are not well supported. You can discuss this with any member of the Child Protection Team.

16.2 Record Keeping

When a child has made a disclosure, staff should:

1. Record the disclosure using [CPOMS](#), and alert the appropriate members of the Child Protection Team through this system

2. Include a diagram showing the position of any bruising or other injury.
3. Use the words of the child in these notes.
4. Record statements and observations rather than interpretations or assumptions.
5. Record the date, time and place of the conversation.
6. If unable to access or use CPOMS: make brief notes as soon as possible after the conversation. Hand the notes promptly to a member of the Child Protection Team. Copies should not be retained by the member of staff who received the allegation.

16.3 What will happen next?

The Child Protection Team is responsible for the next steps. Exactly what these are will depend on what other information the school has, but are likely to involve some of the following:

1. A consultation with the CPSLO (Child Protection School's Liaison Officer) and/or a member of the MASH (Multi-Agency Safeguarding Hub) team.
2. A referral to Hertfordshire Children, Schools and Families (HCSF) to obtain support or protection for the child.
3. Close monitoring by the school.
4. Liaison with parents where appropriate and in consultation and with the agreement of the LADOs.
5. reporting to the Disclosure and Barring Service (DBS) and where appropriate the Teaching Regulation Agency (TRA) within one month of his or her leaving the school any person whose services are no longer used because he/she is considered unsuitable to work with children.
6. Once a concern has been passed to the Child Protection Team this will be logged on CPOMS and all subsequent correspondence related to the matter will be added to CPOMS.

17. Safer Recruitment

- 17.1 All staff regularly³ employed by the school or 'anyone engaged by the school', or to whom payment is made, undergoes pre-appointment DBS checks. These are in accordance with the requirements set out in the government's 'Keeping Children Safe in Education (KCSIE, 2018)' and 'Working Together to Safeguard Children' (2018)
- 17.2 At least one of the persons interviewing candidates will have completed the NSPCC safer recruitment training.
- 17.3 Upon appointment, all staff regularly employed by the school undertake Safeguarding and Child Protection Training to ensure that their behaviour and actions do not place pupils or themselves at risk of harm or provoke allegations of harm to a pupil. Further details regarding recruitment and selection of staff can be found on the website in following policy: [Recruitment and Selection Policy for Haileybury](#).
- 17.4 Haileybury has a separate policy for control of contractors to ensure that any contractors working in close proximity to Haileybury pupils provide sufficient evidence that their staff have undergone appropriate safeguarding checks.
- 17.5 All staff are expected to be familiar with and adhere to [Staff Code of Conduct](#) (available on the intranet) which includes staff-pupil relationships. It is made clear to all staff when they join Haileybury, during the Staff Induction process and at subsequent INSET days, that at all times their relationship with pupils must be appropriate and professional. It is also made clear that this requirement extends beyond the school campus and encompasses online communication and relationships.
- 17.6 Haileybury has a culture of safety, of raising concerns, of valuing staff and of reflective practice. A clear procedure exists within the College for reporting and handling concerns, including those regarding poor or unsafe practice and potential failures in the College's safeguarding regime, provision for mediation and dispute resolution where necessary. This information is contained with the [Whistleblowing Policy](#), which can be found within the Staff Handbook and on the school's intranet.

18. Policy on pupils who Self-Harm

- 18.1 Self-harm is a serious action for any young person to undertake and the school recognizes that young people who self-harm are likely to be at risk. Haileybury follows the procedures and guidance provided on Self-Harm and Suicidal Behaviour as laid down by the Hertfordshire Safeguarding Children Board (HSCB) documentation: http://hertsscb.proceduresonline.com/chapters/p_self_harm.html.

³ The Department for Education and Skills publication 'Safeguarding Children and Safer Recruitment' 2007 defines 'regular' as meaning "four or more days in a 30 day period, or once a month or more, or overnight".

18.2 The school co-operates with the HSCB and other appropriate external agencies as may need to be involved in any Child Protection investigation. In September 2013 Self-Harm was defined on the Hertfordshire Safeguarding Children Board website as including “a wide range of things that people do to themselves in a deliberate and usually hidden way. In the vast majority of cases self-harm remains a secretive behaviour that can go on for a long time without being discovered.” Self-harm can involve:

- Cutting, often to the arms using razor blades, broken glass or knives.
- Burning using cigarettes or caustic agents.
- Punching and bruising.
- Inserting or swallowing objects.
- Head banging.
- Pulling out hair or eyelashes.
- Restrictive or binge eating.
- Overdosing of tablets or medicines.
- Inhaling or sniffing harmful substances (Mental Health Foundation 2006.)

18.3 Any member of Haileybury staff to whom a pupil discloses information related to self-harming must make clear to the pupil that this information cannot be kept confidential. The member of staff should immediately refer this information to a member of the Child Protection Team.

18.4 The Child Protection Team will seek specialist help by liaising immediately with the School Doctor who can assess the pupils need and level of risk and where necessary refer the case to additional external agencies such as CAMHS. Where the child is deemed to be at immediate risk a member of the Child Protection Team and or School Doctor may call an ambulance or make a direct referral to a Hospital Accident and Emergency Unit.

18.5 In all cases of self-harming, active consideration must be given to informing the parents of the child who is undertaking this activity. Unless there is a compelling reason not to do so, the parents should be informed and then kept closely in touch with developments.

19. Child Sexual Exploitation and Female Genital Mutilation

19.1 All Haileybury staff need to be aware of what the term Child Sexual Exploitation (CSE) means. Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

19.2 Any member of Haileybury staff who believes a pupil may be at risk from CSE or to whom a pupil discloses information related to CSE must make clear to the pupil that this information cannot be kept confidential. The member of staff should immediately refer this information to a member of the Child Protection Team.

19.3 Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practice FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines:
(https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/216669/dh_124588.pdf).

19.4 Any member of Haileybury staff who believes a pupil may be at risk from FGM or to whom a pupil discloses information related to FGM must make clear to the pupil that this information cannot be kept confidential. In a case where a pupil is discovered to have undergone an act of FGM the police must be informed immediately. Unless the teacher has good reason not to, they should still refer their concerns to a member of the Child Protection Team, who will involve Children’s Social Care services as appropriate. In line with KCSIE 2018, Haileybury recognises that our teachers have a legal duty to report concerns regarding FGM.

19.5 Additional information on FGM Mandatory reporting duty can be found within this policy after appendix 3 at the end of this policy.

20. Honour Based Violence

- 20.1 So-called 'honour-based' violence (HBV) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including FGM, forced marriage, and practices such as breast ironing. All forms of FBV are abuse (regardless of the motivation) and should be handled and escalated as such.
- 20.2 If in any doubt staff should speak to a member of the Child Protection Team and follow the same procedures as detailed in the section on FGM. All staff must be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

21. Forced Marriage

- 21.1 Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage.
- 21.2 Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.
- 21.3 Any member of staff who is concerned about the welfare of a child in connection with a forced marriage should seek advice from a member of the Child Protection Team. Alternatively staff can contact the Forced Marriage Unit for further information. Telephone: 0207 008 0151 or email: fmufco.gov.uk

22. Policy on pupils missing from education

- 22.1 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, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life
- 22.2 Full details regarding unexplained absences during the school day can be found within the Haileybury's Pupil Missing Procedure. The school will hold more than one emergency number for each pupil where this is reasonably possible to assist in these situations. A child going missing from an educational setting is a potential indicator of abuse, neglect or radicalisation. All cases where a pupil is found to have left school grounds without appropriate permission will be passed through to the Child Protection Team. The Child Protection Team will consider each case individually to identify any risk of abuse and neglect, including sexual abuse, exploitation or radicalisation. The Child Protection Team will, where appropriate, liaise with HSCB, MASH, Hertfordshire LADOs and the Police.
- 22.3 Pupil non-attendance at school will be followed up by the Housemaster/ Housemistress in the first instance. Any pupil who repeatedly misses school will be brought to the attention of the Child Protection Team who, where necessary, will liaise with HSCB. Schools are also obliged to notify the local authority when a child or pupil fails to attend school regularly or is absent without leave for more than 10 school days (continuous).
- 22.4 Haileybury maintains an Admissions Register in line with ISI guidance. The name of a pupil is included in the register from the beginning of the first day on which the school has agreed, or has been notified, that the pupil will attend the school. The Deputy Master will notify Herts LEA when the school removes or adds a pupil's name to the Admissions Register at non-standard transitions, i.e. where a compulsory school-aged child leaves a school before completing the school's final year or joins a school after the beginning of the school's first year. When a pupil leaves the report of Leavers will include the name of the destination school notified by a parent and the first date of attendance, where it is reasonably practicable for the school to ascertain this information.
- 22.5 The parents or guardians of any pupil who returns to school late or leaves school early at the end of each term and half term will be written to by the Deputy Master.

23. Children and the court system

- 23.1 In line with Annex A of KSCIE (2018) due care is shown for pupils who may have to appear in court or whose family are in court. Both situations can be extremely stressful for children. Where children are required to give evidence in court the appropriate support and guidance is sought, according to their age. Where a family is in court following separation, and

where conflict may become entrenched in a family, appropriate support is sought from the dispute resolution service; using the Ministry of Justice's online child arrangements information tool.

23.2 Support will be led by the Child Protection Team in conjunction with the relevant HM.

24. Children with family members in prison

24.1 Haileybury recognises the increased risk of poor outcomes, including poor mental health, on children with a parent or family member in prison. Appropriate support is offered to help mitigate the negative consequences for those pupils, for example through resources shared on NICCO (National Information Centre on Children of Offenders.)

24.2 Support will be led by the Child Protection Team in conjunction with the relevant HM.

25. Child Criminal exploitation: "County lines"

25.1 Criminal exploitation of children, including involvement in county lines criminal activity/trafficking for drug transportation, is another form of harm that may impact negatively on a child's development and outcomes. Children may be vulnerable to criminal exploitation in circumstances where there is a power imbalance, force or enticement is used and/or they are consensual.

25.2 A referral by the DSL to the National Referral Mechanism and Herts. Local Partnership will be considered.

26. Homelessness

26.1 Homelessness and/or the risk of becoming homeless pose a risk to a child's welfare and wellbeing.

26.2 Where a pupil is at risk of homelessness the DSL and/or a member of her team will liaise with the Local Housing Authority. Where this is also the risk of the child being at harm, a referral to children's services will be made.

27. Safeguarding of pupils offsite

27.1 Child protection and Safeguarding extends beyond the Haileybury campus. Care is shown for all pupils when off-site and Haileybury only works with appropriately vetted organisations and institutions. When a pupil is offsite but in the care of Haileybury each situation will be risk assessed in line with most recent guidance and in discussion with HSCB. Examples of this might be Community Service, activities, language exchanges and sports tours.

27.2 In addition when a pupil is off-site every effort is made to ensure that they are never left alone under the sole supervision of any adult who is not a member of the Haileybury staff.

28. Dealing with allegations of non-recent / historical child abuse

28.1 Historical / non-recent child abuse is taken extremely seriously at Haileybury. If any concern is brought to your attention regarding an allegation of historical / non-recent child abuse at Haileybury, the matter must be passed to the Bursar, via the Bursar's PA on 01992 706216 or c.bartlett@haileybury.com or the DSL Dr. Laura Pugsley, (l.pugsley@haileybury.com 01992 706 284).

28.2 The school will refer the matter to the Police.

29. Reviewing the Safeguarding and Child Protection Policy

29.1 This policy will be reviewed annually by both the Wellbeing and Safeguarding Committee and the Education Committee of the Governing Body. It will also be reviewed after any serious safeguarding incident and where necessary modifications will be applied and deficiencies or weaknesses remedied without delay. All staff are encouraged to contribute to and offer suggestions regarding this policy in order that it is as context specific as possible so that the highest level of safeguarding can be achieved.

29.2 The Governing Body will be required to approve the annual review of the Child Protection Policies and Procedures and to check on the efficiency with which the related duties have been discharged.

30. Referrals to the Charity Commission

- 30.1 Haileybury's Safeguarding and Wellbeing Committee will consider all major safeguarding matters and ensure that the Haileybury Trustees refer to the Charity Commission any serious suspicions, allegations and incidents of abuse or mistreatment of vulnerable beneficiaries (pupils).
- 30.2 The following guidelines are used for referrals and the Charity Commission contacted directly where clarity is required. https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/375979/Reporting_Serious_Incidents_LowInk.pdf
- 30.3 During the academic year 2016 - 2017 two referrals were made to the Charity Commission. One referral was made for the year 2017-2018.

31. Information Sharing

- 31.1 In order to safeguard the pupils in our care it is our responsibility to seek child protection files from previous schools and to ensure that we transfer child protection files to new schools or colleges, in line with KCSIE 2018 Part 2; 79.
- 31.2 Due consideration will be given to the Data Protection Act 2018 and GDPR, and the guidance outlined in *Information sharing. Advice for practitioners providing safeguarding services to children, young people, parents and carers July 2018*: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf
- 31.3 Ultimately, the safety of the child, and other children, is of paramount importance, and the sharing of child protection files can take precedence of Data Protection and GDPR rules, as stated in KCSIE 2018, Part 2: 75
"75. The Data Protection Act 2018 and GDPR do not prevent, or limit, 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 promote the welfare and protect the safety of children."

32. Making a referral

As previously stated within this document **anybody** can make a referral to Children's Services⁴ if they have serious concerns about a child's immediate safety and wellbeing. If the child's situation does not appear to be improving the staff member with concerns (or the person who has made the referral) should press for re-consideration. Concerns should always lead to help for the child.

Reviewed by Safeguarding Committee February 2018; November 2018

Updated by the DSL – Dr Laura Pugsley 3 September 2018 and 17 September 2018

Reviewed SLT August 2018; November 2018

Chair of Governors:
Signed:

Alan Pilgrim



Date: March 2019

⁴ <http://www.hertssafeguarding.org.uk/> or phone the police on 999 or Children's Services 0300 123 4043

Appendix 1

Designated Safeguarding Lead for Child Protection (DSL) Job Description

The DSL reports to the Master on all matters relating to Safeguarding and Child Protection and takes lead responsibility for safeguarding and child protection, including online safety. As a member of Haileybury's Senior Leadership Team (SLT), the DSL has the appropriate status and authority to carry out the duties of the post. Time, funding, training, resources and support are given to the DSL to enable them to provide advice and support staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings and/or to support other staff to do so and to contribute to the assessment of children.

The DSL is responsible for managing the deputy DSLs (Child Protection Team), ensuring that they receive regular and appropriate training (to the same standard and level as the DSL.)

Whilst the DSL can delegate activities and individual pupil cases to the deputies, ultimate lead responsibility for child protection, as set out above, remains with the DSL. This lead responsibility must not be delegated.

Manage Referrals

The DSL is expected to:

- Refer cases of suspected abuse to the local authority children's social care as required;
- Support staff who make referrals to the local authority children's social care;
- Refer cases to the Channel programme where there is a radicalisation concern as required;
- Support staff who make referrals to the Channel programme;
- Refer cases where a member of staff is dismissed or leaves due to risk/harm to a child to the Disclosure and Barring Service (DBS) and National College for Teaching and Leadership (NCTL) as required; and
- Refer cases where a crime may have been committed to the Police as required, for example FGM.

Work with Others

- Liaise with the Master to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and any police investigations;
- Liaise with any "case manager" (CAMHS, LADO etc.) at the local authority for child protection concerns;
- Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies;
- Act as a source of support, advice and expertise for staff;
- Liaise with the School Doctor and School Counsellor to ensure all pupils receive appropriate support and that early intervention is accessed when necessary;
- Liaise with and manage the Independent Listener and ensure pupils are aware of their sessions and how to access their services;
- Check the discipline files held by the Proctor to ensure that pupils on the SEND register aren't disproportionately represented and that their needs are being accounted for;
- Liaise with the Director of IT and the Deputy Master regarding online safety in the school, the ICT Acceptable Use Policy, and the Cyber Bullying policy;
- Receive and review all bullying referrals to the Proctor within CPOMS to consider escalation to child protection; review the Counter Bullying Policy
- Work with the Heads of Section and the Head of PSHE to encourage online safety and to foster culture that seeks to counter any forms of bullying in the school.

Undertake Training and Oversee Training

The DSL (and deputies) must undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years.

The DSL (and deputies) must undertake Prevent Awareness training.

In addition to the formal training set out above, the DSL must refresh their knowledge and skills (e.g. via e-bulletins, meeting other DSLs, reading and digesting safeguarding developments) at regular intervals, as required, but at least annually, in order to understand and keep up with any developments relevant to their role so that they:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands Haileybury's child protection policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Are able to keep detailed, accurate, secure written records of concerns and referrals using CPOMS;
- Understand and support all Haileybury staff 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;
- Obtain access to resources and attend any relevant or refresher training courses;
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures Haileybury puts in place to protect them;
- Ensure all Haileybury staff are appropriately trained to use and understand CPOMS;
- Provide fortnightly Level 1/Annual Refresher Child Protection training sessions for teaching and support staff as needed during the school year and full training/updates in September.

Raise Awareness

The DSL must:

- Ensure Haileybury's child protection policies are known, understood and used appropriately;
- Provide anonymised fortnightly updates on any Child Protection issues to Full SLT;
- Ensure Haileybury's Safeguarding and Child Protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with the Safeguarding and Wellbeing sub-committee of Governors to ensure this;
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role Haileybury in this.
- Link with HSCB to make sure all staff are aware of training opportunities and the latest local policies on safeguarding;
- Attend and provide a written report to the Safeguarding and Wellbeing Committee on pupil and staff wellbeing and discipline at each of its four annual meetings;
- Report to the Charities Commission any allegation of potential abuse.

Pupils Leaving/Joining Haileybury

- The DSL will ensure that all relevant material regarding pupils joining/leaving Haileybury is transferred to the Local Education Authority in line with their requirements.
- The DSL will work with the Registry and the College Administrator to ensure that the Admissions Register is accurate.

Child protection file

- The DSL will ensure that where children leave Haileybury their child protection file is transferred to the new school as soon as possible. The child protection file will be transferred separately and securely with confirmation of receipt being obtained.
- The DSL will ensure that letters are sent to previous schools in September and the collated responses filed so that any Child Protection concern is transferred with the pupil and accessible to the Child Protection Team.

Availability

- The DSL will produce a rota, available to all SLT and Housemasters/Housemistresses, showing which member of the Child Protection Team will be available during school hours for staff to discuss any safeguarding concerns. The DSL or deputies are expected to be available in person although in exceptional circumstances availability via 'phone is acceptable.
- The DSL will arrange adequate and appropriate cover arrangements for any out of hours/out of term activities, to be agreed with the Master.

The Child Protection Team:

At Haileybury the Child Protection Team is led by the Designated Safeguarding Lead (DSL) for Child Protection, Dr Laura Pugsley (Head of Lower School). A team of five Deputy DSLs assist Dr Pugsley with all Safeguarding and Child Protection matters: Mr Simon Heard (Deputy Master), Dr Lucy Johnson, Ms Carrie Walshe (Head of Sixth Form), Mrs Olivia Firek (Head of Middle School), Mr Hugo Wilson (Head of Removes) Lead responsibility for Child Protection and Safeguarding at Haileybury lies with Dr Pugsley.

Deputy DSLs

The Deputy DSLs all undertake Level 2 Safeguarding Training (DSL training.) Collectively, along with the DSL, they take responsibility for ensuring that the safeguarding policy and procedures are up-to-date, disseminated and followed as required. The DSLs act as champions for safeguarding at Haileybury and, under the direction of the DSL, will manage individual cases, liaising with staff and external agencies as appropriate. They will ensure that the Prevent duty is followed and report any concerns to the Channel Programme. The team will ensure that all records kept are relevant, detailed and accurate, and that appropriate confidentiality is maintained (records should be maintained and updated via CPOMS.) The Deputy DSLs report to the DSL.

MARC

March 2018

Updated SH/ERLB August 2018

Reviewed SLT August 2018

Appendix 2: Safeguarding and Wellbeing Committee

Haileybury Council Safeguarding and Well-being Committee Terms of Reference

Last updated: November 2018

Name

Safeguarding and Well-being Committee

Establishment

The Safeguarding and Well-being Committee was established by Council in 2013.

Purpose of the Committee

To manage, on behalf of Council, those matters and affairs that the Council has delegated to the Committee, as further defined below, and to support the Safeguarding Lead Governor (the Governor with responsibility for Safeguarding) in that role.

Membership

The Chairman of the Safeguarding and Well-being Committee shall be, ex officio, the Safeguarding Lead Governor. The Chairman shall hold office for a period of three years and shall be eligible for re-election.

The Council shall appoint at least three other members of Council to the Committee, who shall between them have experience of the work of the Finance and General Purposes Committee and the Education Committee. The Council may also co-opt additional members to the Committee who are not Council members. The appointment and removal of members will be proposed by the Nominations and Governance Committee and approved by Council.

The Committee's membership should hold relevant experience.

Once appointed to the Committee, members will serve for a three-year term, renewable by re-election up to a maximum of three times.

Meetings

The Committee shall meet at least three times a year (once per term). Additional meetings may be convened at the discretion of the Chairman.

The quorum for each meeting shall be two at least one of whom must be a Council member.

Meetings will also be attended by the Deputy Master and the Designated Safeguarding Lead (DSL). The Committee may also ask others to attend all or part of any meeting, as appropriate. The Master will attend at his discretion.

There will be a standing item at the end of each Committee agenda for addressing Chairman's private business.

Role

To monitor, review, manage and/or make recommendations to Council, as appropriate, on the governance of Safeguarding and Well-being, to include the following:

- 1) To champion the promotion of well-being, safeguarding and child protection issues throughout the school community.
- 2) To ensure that an Annual Report on Safeguarding is presented to Council during the first term in each academic year.
- 3) To receive the following reports at each meeting from the Deputy Master and/or the DSL:
 - a) An anonymised report on major safeguarding and child protection issues that have been disclosed and/or discussed, and/or which have been raised in meetings between the DSL and Deputy Master.
 - b) A report on discipline issues.

- c) A report on any complaints received under the Complaints Procedure in so far as these may relate to safeguarding or well-being.
 - d) A report on any matters referred to the Charity Commission in relation to safeguarding or well-being.
 - e) A report on safeguarding training and induction of new staff.
 - f) A report on matters arising from Pastoral Group meetings.
- 4) At each meeting to receive a report from the Safeguarding Lead Governor, or other Committee members on the inspection of procedures relating to vetting checks, including the Single Central Register.
 - 5) To receive reports at least annually from the Doctor and Counsellor, and any other member(s) of the Pastoral Group, as the Committee considers appropriate from time to time.
 - 6) To review at each meeting the Safeguarding Children and Child Protection Policy, and at least annually to review the policies for:
 - a) Social Media;
 - b) Countering Bullying;
 - c) Behaviour, Rewards and Sanctions; and
 - d) any other policies which the Committee considers may affect the well-being or safeguarding of staff and/or pupils.
 - 7) To consider any other issues which impact on the well-being and safety of pupils, staff and other members of the school community.

The Committee will not receive confidential information about individual cases or be involved in investigations.

Reporting Responsibilities

The Chairman of the Committee shall report formally to Council, at each Council meeting, on the proceedings of the Committee since the previous Council meeting.

Minutes and Records

Minutes will be taken of each Committee meeting, and circulated to all Committee members as soon as possible after each meeting. Such minutes shall also be circulated to members of Council in advance of the next Council meeting, and any decisions made ratified at the next Council meeting.

Review

These Terms of Reference shall be reviewed annually by the Committee and by the Nominations and Governance Committee.

Appendix 3: Haileybury Pastoral Group

The Deputy Master, who would normally chair; four or five other members of the school community consisting of the following, the Designated Safeguarding Lead (DSL) for Child Protection, the Deputy Head (Co-Curricular), the School Chaplain, the School Doctor, School Counsellor and the Proctor.

Membership will be managed by the Master in conjunction with the Deputy Master.

Members will leave the Group if they cease to be employed by the school in the capacity stated above.

At need and as appropriate the Group may ask a Deputy DSL, the Independent Listener, an HM, School nurse, the Senior Master, the Special Educational Needs Coordinator (SENCO) or representative of Common Room to attend all or part of a meeting. This list is not exhaustive.

Meetings

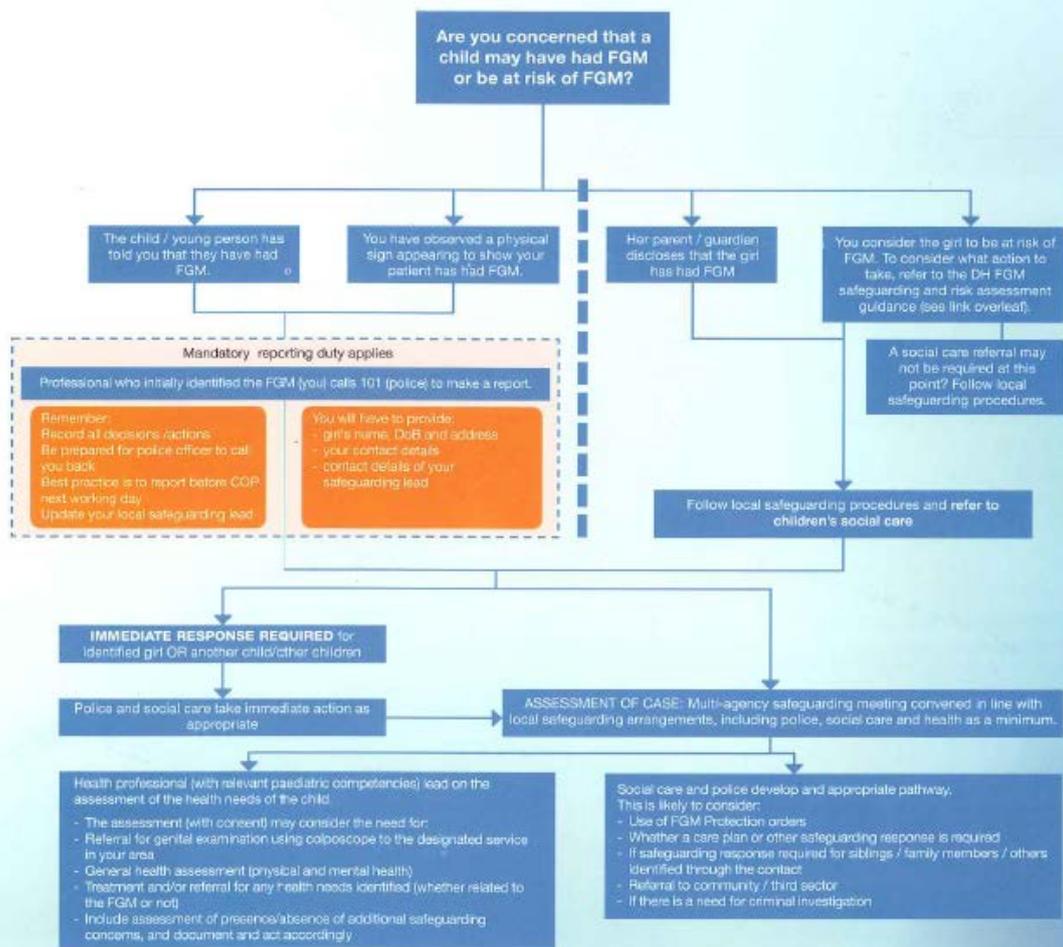
The Group will meet six times a year (twice termly) and report to the Master and subsequently Haileybury Council Safeguarding and Wellbeing Committee.

Role

- To discuss the provision of pastoral care within Haileybury, allowing for the subsequent:
 - identification of areas for development and or gaps in the provision of pastoral care;
 - suggestions of ways by which such gaps or development can be met e.g. through appropriate CPD sessions. Cascade such information appropriately and effectively;
 - monitoring the provision of pastoral care within Haileybury and develop a system through which care can be recorded and tracked to identify patterns and trends;
 - liaison with appropriate staff where necessary and, where needs dictate, seek advice and guidance from external agencies;
 - development and recommendation of strategies so that all staff and pupils are provided with the necessary training, guidance and support to ensure that Haileybury is a leader in its provision of pastoral care;
- To receive reports at each meeting from each of the Pastoral Group members in so far as their job remits allow and without compromising the trust and confidences of pupils and or staff concerned. Many of these reports may be more generic than specific in nature.
 - Reports of pastoral issues that have been discussed or have arisen.
 - Reports of discipline issues that have been discussed or have arisen.
- At least annually to review the Policies for:
 - Safeguarding.
 - Anti-Bullying.
 - Other policies which affect wellbeing or safeguarding of staff and pupils.
- To report on these reviews to the Safeguarding and Wellbeing Committee so that there is consistency where Policies that overlap areas of school life are scrutinised in two or more places.
- To consider at least annually the provision for boarding.
- To take advice as necessary to ensure that the school and the Council comply with relevant legislation, regulations and best practice.
- To ensure that relevant recommendations of inspections are considered and implemented as appropriate.
- To consider other issues which impact on the pastoral wellbeing and safety of pupils, staff and other members of the school community.



FGM Mandatory reporting duty



If a girl appears to have been recently cut or you believe she is at imminent risk, act immediately – this may include phoning 999.

REMEMBER: Mandatory reporting is only one part of safeguarding against FGM and other abuse. **Always ask your local safeguarding lead if in doubt.**

Female Genital Mutilation (FGM) is child abuse and illegal.

Regulated health and social care professionals and teachers are required now to report cases of FGM in girls under 18s which they identify in the course of their professional work to the police.

How can I prepare?

- Full support pack: www.gov.uk/government/publications/fgm-mandatory-reporting-in-healthcare
- FGM eLearning: www.e-lfh.org.uk/programmes/female-genital-mutilation
- Videos: www.nhs.uk/fgmguidelines
- FGM Multi-Agency Practice Guidelines: www.gov.uk/government/publications/female-genital-mutilation-guidelines
- www.workingtogetheronline.co.uk
- FGM Safeguarding guidance: www.gov.uk/government/publications/safeguarding-women-and-girls-at-risk-of-fgm
- Search for guidance from Royal Colleges and regulators

Remember:

- This is a personal duty; the professional who identifies FGM / receives the disclosure must make the report.
- If a woman is over 18 when she discloses / you identify FGM, the duty does not apply and you should follow local safeguarding processes.
- Do not undertake a genital examination unless this is already part of your role.
- Complying with the duty does not breach data protection rules or other confidentiality requirements.
- Non-regulated healthcare staff should report through existing safeguarding procedures.
- This duty is about reporting a crime. NHS organisations continue to be responsible for collecting and recording data on FGM.

FAQs

A girl is using another term which I think is FGM. Do I need to report?

Yes. Whether she uses the term 'FGM' or any other term or description, e.g. 'sunna' or 'cut', the duty applies.

Does the duty apply to professionals in private education/healthcare?

Yes, if working as a regulated professional, the duty will apply.

Should you only report if you are certain that FGM has been carried out?

When you see something which appears to show in your opinion that a girl has FGM, you should make the report. A formal diagnosis will be sought as part of the subsequent multi-agency response.

I have identified a case but the patient is over 18, what should I do?

The duty does not apply in this case. You should signpost the woman to services offering support and advice. You may also need to carry out a safeguarding risk assessment considering children who may be at risk or have had FGM.

Some FGM is very difficult to notice. What if I did not notice signs when I was caring for a patient who is later identified as having had FGM?

If an allegation of failure to report is made, all relevant circumstances will be taken into account by the regulators, including your experience and what could reasonably have been expected.

I am treating a girl under 18 with a genital piercing / tattoo / non-medically indicated genital surgery. What should I do?

You should make a report.

How quickly should I make a report?

The safety of the girl or others at risk of harm is the priority. You should report ASAP with the same urgency as for all other safeguarding cases. If you believe reporting would lead to risk of serious harm to the child or anyone else, contact your designated safeguarding lead for advice; you may need longer to take action, in exceptional circumstances.

Should I tell the girl / family about the report?

Yes, wherever possible you should explain why the report is being made and what it means. If you believe reporting would lead to risk of serious harm to the child or anyone else, do not discuss it but instead contact your local designated safeguarding lead for advice.

Following a risk assessment for a girl I've identified as being at risk of FGM, it isn't appropriate to refer to social care at this point. What should I do?

You should share information about the potential risk and your actions with your colleagues across health (GP, school nurse and health visitor as a minimum) and discuss next steps with your local safeguarding lead. A new system to support these cases from January 2015 is the FGM Risk Indicator System. See www.hscic.gov.uk/fgmris for details.



Acronym Page

CAF	Common Assessment Framework – replaced by Families First from September 2017
CAMHS	Child and Adolescent Mental Health Services
CPD	Continuing Professional Development
CPSLO	Child Protection School's Liaison Officer
CPOMS	Child Protection Online Monitoring System
CSCI	Commission for Social Care Inspection
CSE	Child Sexual Exploitation
DBS	Disclosure and Barring Service
DfE	Department for Education
DoB	Date of Birth
DSL	Designated Safeguarding Lead for Child Protection
F&GP	Finance and General Purposes Committee
FGM	Female Genital Mutilation
HBV	Honour Based Violence
HCSF	Hertfordshire Children, Schools and Families
HM	Her Majesty's
HMs	House Masters
HR	Human Resources
HSCB	Hertfordshire Safeguarding Children Board
ICT	Information and Communications Technology
ISI	Independent Schools Inspectorate
KCSIE	Keeping Children Safe in Education
LADO	Local Authority Designated Officer (for Child Protection)
MASH	Multi-Agency Safeguarding Hub (which has replaced TAS, Targeted Advice Services)
NCSC	National Care Standards Commission
NSPCC	National Society for the Prevention of Cruelty to Children
PA	Personal Assistant
PHSE	Personal, Health and Social Education
RoC	Record of Concern
SENCO	Special Educational Needs Coordinator
SEND	Special Educational Needs and Disabilities
STD	Sexually transmitted disease
TRA	Teaching Regulation Agency
UTI	Urinary tract infections
WTSC	Working Together to Safeguard Children

