



Safeguarding and Child Protection Policy

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Owner:	Deputy Head (Pastoral)/ DSL
Leadership Team:	Executive Leadership Team
Intended audience:	All
Location:	School Portal, Governor Portal and website

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SAFEGUARDING AT HAILEYBURY

1. What is safeguarding?¹

1.1 Safeguarding is the action that is taken to promote the welfare of all children including everyone under the age of 18 and protect them from harm whether that is within or outside the home, including online. Safeguarding means:

- providing help and support to meet the needs of children as soon as problems emerge;
- protecting children from abuse and maltreatment;
- preventing harm to children's mental and physical health or development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children and young people to have the best outcomes.

2. Commitment to safeguarding

- 2.1 Haileybury is committed to being a welcoming, friendly school where unkindness and bullying have no place and pupils are protected from harm. Safeguarding and child protection are at the core of all we do and are the responsibility of everyone.
- 2.2 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 abuse.
- 2.3 Pupils can access support from a range of individuals within the school community, such as the School Counsellors, the School Doctors, 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. All staff are responsible for responding to concerns and escalating them appropriately.

3. Key safeguarding personnel

3.1 At Haileybury the Child Protection Team is led by the Designated Safeguarding Lead (DSL) for Child Protection:

- Mr Jonnie Howorth (Deputy Head, Pastoral)

A team of Deputy DSLs assists Mr Howorth with all safeguarding and child protection matters:

- Dr Laura Pugsley (Deputy Master)
- Mrs Olivia Firek (Assistant Head, Pupil Progress and Behaviour)
- Mr Peter Blair (Assistant Head, Welfare and Compliance)
- Mr George Seccombe (Head of Lower School)

Lead responsibility for child protection and safeguarding at Haileybury lies with Mr Jonnie Howorth.

¹

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

- 3.2 During term time a member of the Child Protection Team will always be available for staff, pupils or parents to discuss any safeguarding concerns. Robust arrangements are in place to ensure that safeguarding concerns are received, monitored and acted upon without delay when the DSL is unavailable. All members of the Child Protection Team keep their knowledge and skills up to date, and undertake appropriate training at least annually and in accordance with the requirements set out in the government's statutory guidance, 'Keeping Children Safe in Education' (KCSIE, September 2026) and '[Working Together to Safeguard Children](#)' ([March 2026](#)).
- 3.3 During the school holidays a member of the Haileybury Child Protection Team will be available for contact through the above stated channels.
- 3.4 The designated Governor for Child Protection and Safeguarding at Haileybury is:
- Ms Toral Pandya
- 3.5 The designated Governor for Child Protection and Safeguarding meets with the DSL on at least a termly basis. Her role includes oversight and discussion of referrals to children's services, referrals relating to staff / volunteers and actions taken, any specific safeguarding themes within the School, ensure staff read and understand Part One of KCSIE 2026, logs of bullying, e-safety, behaviour to check any trends / links to child protection matters, checks in relation to the Single Central Register (SCR) and annually checking the effectiveness of filtering and monitoring arrangements. In addition to her regular visits, she is notified by the DSL of high risk cases that involve external agencies to allow her the opportunity to ask questions (documented on CPOMS) around the processes followed. To strengthen further Haileybury's commitment to pupil safeguarding and wellbeing a Governors' Education and Safeguarding Committee meets termly. The designated Governor for Child Protection and Safeguarding is the Deputy Chair of this committee. Meetings of this Committee are attended by the Deputy Head (Pastoral) / DSL and the Master. The Committee receives and reviews reports related to pupil welfare and safeguarding at every meeting. The Terms of Reference of this Committee are available from the Clerk to Governors.
- 3.6 Haileybury also has a designated team of Pastoral staff which includes the DSL, Deputy DSLs, the School Chaplain, the Health and Wellbeing Centre Clinical Lead Nurse, School Doctors, School Counsellors and the House teams. Members of the Pastoral Team work closely together and meet regularly to share information and to discuss the provision of pastoral care within Haileybury.
- 3.7 Haileybury is committed to safeguarding children and promoting their welfare and wellbeing. Staff are aware that whilst Mr Howorth 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 whole school approach, which is pupil-centred focusing on the best interest of the child at all times.

4. Contact details

- 4.1 Contact details for Haileybury's Child Protection Team:

DSL:	Mr Jonnie Howorth 01992 706496 (Office) 01992 706465 (Home) childprotection@haileybury.com or j.howorth@haileybury.com
Deputy DSLs:	Available on childprotection@haileybury.com and 07384 254505

Contact details for the designated Governor for Child Protection and Safeguarding at Haileybury, Ms Toral Pandya, can be obtained from the Clerk to Governors, (clerktogovernors@haileybury.com 01992 706212).

- 4.2 The above contact information is displayed on all staff and visitor ID badges, as shown in the following image.

Reporting Child Protection concerns

Does the concern involve an allegation against a member of staff?

No – then contact The Child Protection Team on 07384 254505 or: Mr Jonnie Howorth DSL for Child Protection 01992 706496 (O) 01992 706465 (H) Dr Laura Pugsley Deputy Master (Deputy DSL) 01992 706209 You can upload a concern using CPOMS or email: childprotection@haileybury.com Or you can contact Children's Services directly: 0300 1234043	Yes – does the concern involve an allegation against The Master? <table border="1"> <tr> <td data-bbox="767 824 991 1039"> No – then contact <i>The Master</i> Mr Eugene du Toit 01992 706202 (O) 01992 706206 (H) 07425 784750 (M) </td> <td data-bbox="995 824 1233 1039"> Yes – then contact <i>The Chair of Governors</i> Mr Martin Rayfield 01992 706497 (O) </td> </tr> </table> (O) = Office (H) = Home (M) = Mobile	No – then contact <i>The Master</i> Mr Eugene du Toit 01992 706202 (O) 01992 706206 (H) 07425 784750 (M)	Yes – then contact <i>The Chair of Governors</i> Mr Martin Rayfield 01992 706497 (O)
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5. External and inter-agency work

- 5.1 Inter-agency work on safeguarding and child protection is a priority at Haileybury. 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 including use of Family Help, known in Hertfordshire as Families First 0300 123 4043 via the Customer Services number) and the Multi-Agency Safeguarding Hub (MASH).
- 5.2 The School will take all reasonable measures to support pupils in need through early intervention and, where appropriate, support them in co-operation with multi-agencies, as part of the Team around the Child (TAC) approach. A TAC is a group of people, including the child, parents/carers, and various professionals involved in their care, who work together to support the child and their family. TAC meetings provide a platform for sharing information, developing a coordinated plan of support, and ensuring the pupil's needs are met effectively.
- 5.3 The DSL and the Child Protection Team liaise with the School's three safeguarding partners: Hertfordshire Safeguarding Children Partnership (HSCP), [Central East Integrated Care Board](#) and the police, and work with other agencies in line with [Working Together to Safeguard Children \(March 2026\)](#) and [NPCC- When to call the police](#).
- 5.4 The School follows the procedures laid down by the HSCP and co-operates with them and with other appropriate external agencies as may be necessary as part of any child protection investigation. The DSL is in frequent contact with the Child Protection Schools Liaison Officers or the Consultation Hub at HSCP 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.

- 5.5 The Child Protection Team works closely with the School Doctors and School Counsellors to ensure appropriate external agencies, including the police, HSCP and Child and Adolescent Mental Health Services (CAMHS), are contacted as and when necessary.

SAFEGUARDING MEASURES

6. Safeguarding training for staff

- 6.1 Every member of Haileybury staff (including temporary staff, trainee teachers, volunteers, members of Council (i.e. our Governors or trustees) and co-opted members of Council committees) is given appropriate safeguarding and child protection training. This training is provided by the DSL or a member of the Child Protection Team. Safeguarding and child protection training is delivered to all new starters as part of the induction process. All staff, regardless of role, are required to also read Part 1 of KCSIE to ensure full understanding of their safeguarding duties. This training also ensures all staff have an understanding of the range of early help (known as Family Help), child in need, child protection, care, disability and youth secure support available to children in need of additional support.
- 6.2 Governors receive training which is appropriate to their role, to equip them for ensuring that the School's safeguarding policies and procedures are effective. This includes ensuring that the School complies with its duties under the Human Rights Act and the Equality Act 2010.
- 6.3 Safeguarding and child protection training is overseen by the School's HR Department in conjunction with the DSL. The HR Department maintains up to date records of when staff have completed such training to ensure that everyone has complied with this requirement.
- 6.4 The identity and function of the Child Protection Team is covered during the above training as is information on the [Prevent duty](#). All staff complete the Prevent duty training as recommended by the Home Office <https://www.elearning.prevent.homeoffice.gov.uk/> and provide the HR Department with evidence of this training having been completed. The Child Protection Team consults with HSCP to ensure they have the most up-to-date and highest level of Prevent training available to them so that they can provide appropriate advice and support to other members of staff on protecting children from radicalisation.
- 6.5 All training provided is in line with [HSCP policies and procedures](#), as well as this Safeguarding and Child Protection Policy. The Child Protection Team consults with HSCP to decide the most appropriate schedule, level and focus for safeguarding and child protection training (e.g. considering such topics as online safety and cyberbullying, managing child on child (including harassment and violence), mental and physical health, female genital mutilation, radicalisation, child criminal exploitation etc.).
- 6.6 Safeguarding training includes appropriate awareness of the safeguarding risks associated with AI, including AI-generated intimate imagery, grooming or exploitation through AI tools and the safe use of generative AI.
- 6.7 Refresher training is provided for all staff every year with additional safeguarding and child protection updates provided when required throughout the year.
- 6.8 This Safeguarding and Child Protection Policy provides the foundations of the child protection training delivered to all staff at Haileybury. In addition to this, all staff are made aware of other policies relevant to safeguarding including the School's Rewards, Behaviour and Sanctions Policy; ICT Acceptable Use Policy; Countering Bullying Policy; Equal Opportunities for Pupils Policy; Recruitment, Selection and Disclosures Policy; Whistleblowing Policy; Staff Code of Conduct; and the Visitors, Contractors and Site Security Policy. These are all available on the School Portal. The Staff Code of Conduct sets out the standards expected of staff in terms of

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 any pupil (or themselves) 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 in electronic communication with pupils.

- 6.9 All staff, regardless of role, are provided with a copy of Part 1 of KCSIE during induction and receive an electronic copy of the up to date document annually. All staff are required to complete a questionnaire after they have read this document and the Safeguarding and Child Protection Policy, and to 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 this process.
- 6.10 The Continuing Professional Development (CPD) Programme provides teaching staff with additional related training from both internal and external agencies. All staff are made aware of the process for community-based Family Help assessments including, but not limited to, Family Help support and services at targeted early help level and statutory services for children in need under section 17 of the Children Act 1989, and when a case should be referred to local authority children's social care for assessment and for statutory services under Section 47 of the Children Act 1989. Staff will also be made aware of section 31 care/supervision orders, section 20 accommodation duties, and the processes relating to abuse, neglect and exploitation, children in the youth secure estate and disabled children.
- 6.11 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 \(KCSIE, September 2026\)](#)
 - [Working Together to Safeguard Children \(March 2026\)](#)
- 6.12 The following legislation and guidance has also been used to inform this Safeguarding and Child Protection Policy, all related procedures, and any child protection training undertaken at Haileybury:
- Local inter-agency guidance from HSCP
 - Working Together to Safeguard Children (March 2026)
 - Prevent Duty Guidance: for England and Wales (2023)
 - Briefing note: How social media is used to encourage travel to Syria and Iraq (July 2015) (July 2015)
 - Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers May 2024
 - What To Do if You Are Worried That a Child is Being Abused - Advice for Practitioners (March 2015)
 - Sharing nudes and semi-nudes: how to respond to an incident (March 2024)
 - Working together to improve school attendance (July 2026)
 - Mobile phones in schools: statutory guidance (June 2026)
 - Children missing education: statutory guidance (September 2025)
 - Behaviour in schools (February 2024)
 - Charity Commission guidance: Safeguarding and protecting people for charities and trustees (June 2022)

- Meeting digital and technology standards in schools and colleges (June 2026)
- Generative artificial intelligence (AI) in education (August 2025)
- Cyber security standards for schools and colleges (June 2026)

7. Educating pupils about safeguarding and child protection

- 7.1 As made clear in this and other policies, such as our Countering Bullying Policy and our Rewards, Behaviour and Sanctions Policy, 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.
- 7.2 All pupils are educated about safeguarding, online safety, radicalisation and child protection issues through the School's induction process, Wellbeing and Tutorial programme (also covering topics including relationships, sex education, diversity and inclusion, gender issues, hazing, making and sharing nudes and semi-nudes, and initiation). At the start of each academic year all pupils are introduced to the Child Protection Team, Health and Wellbeing Centre Clinical Lead Nurse, School Chaplain, School Counsellors, 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 and Wellbeing Centre.
- 7.3 The School will continue to consult with parents regarding Relationships and Sex Education (RSE). The DSL works with the Head of Wellbeing to ensure that any visiting speakers and all staff teaching RSE are fully equipped to handle any disclosures.
- 7.4 All pupils and parents are issued with a Pupil and Parent Handbook that contains helpful information about safeguarding, such as online safety and child protection concerns. The Handbook is covered within tutorial sessions and frequently referred to in House meetings. These concepts are reinforced within the Houses and more broadly in the School, where pupils interact with one another across year groups and between Houses, so that mutual respect is developed and appreciated.
- 7.5 Staff speak with pupils both formally and informally about pupil relationships and why unacceptable behaviour between pupils will not be ignored by the School or considered as "banter" or "part of growing up". Child on child (including harassment and violence), whether gendered or not, is unacceptable and is taken very seriously. HMs also have meetings with pupils in their Houses to remind them of the importance of online safety.
- 7.6 Under the guidance of senior staff and the DSL, pupils who are College Prefects or Peer Supporters help further develop respectful pupil relationships within the School. To assist them in discharging these duties they are all provided with Level 1 Safeguarding Training delivered by the DSL. Other pupils who may be interested in undertaking the training are also able to attend.

8. Online safety

- 8.1 Haileybury adopts a whole-school approach to safeguarding pupils from potentially harmful and inappropriate material online. All staff should be aware that technology plays a significant component in many safeguarding and wellbeing issues. The breadth of online safety issues are continually evolving but can be categorised as:
- illegal, inappropriate or harmful **content**, eg: pornography, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation, extremism, misinformation, disinformation

(including fake news), extreme sexual or physical violence, deepfakes, AI-generated intimate images, simulated harmful online AI interactions and conspiracy theories;

- harmful online **contact**, eg: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other cybercrime purposes.
- **Conduct**: online behaviour that increases the likelihood of, or causes harm; eg, making, sending and receiving explicit images (eg: consensual, and non-consensual sharing of nudes and semi-nudes and / or pornography, making, sending or receiving self-generated intimate images using AI, sharing other explicit images and online bullying; and
- **Commerce**: risks such as gambling, inappropriate advertising, phishing and / or financial scams.

- 8.2 The DSL takes lead responsibility for online safety and also has the role of Online Safety Coordinator. There is an Online Safety Group consisting of the DSL/Deputy Head (Pastoral), Director of Digital Innovation and Enterprise, the Director of Digital and Data, the Assistant Head (Pupil Progress and Behaviour), the Head of Wellbeing and a representative from the HM body. This group meets half termly and takes responsibility for issues regarding online safety, filtering and the monitoring systems and usage. Its functions are set out in its terms of reference available on the School Portal.
- 8.3 The School has a Staff Code of Conduct and ICT Acceptable Use Policy, for which all staff and residents must complete a form at the start of each academic year to confirm that they have read and understood these policies. Pupils are also asked to confirm each year that they have read the ICT Acceptable Use Policy.
- 8.4 In line with published government guidance on Generative AI, the School also has an Artificial Intelligence (AI) Policy, and this, alongside this Safeguarding and Child Protection Policy, and the School's Rewards, Behaviour and Sanctions, Mobile Phone and Electronic Device, Countering Bullying, Data Protection (and Privacy Notices), Social Media and Taking, Storing and Using Images of Children Policies, collectively form the School's online safety framework.
- 8.5 The IT Department has in place a robust filtering and monitoring system. The effectiveness of these arrangements is reviewed at least annually by the Director of Digital and Data, in conjunction with external organisations where appropriate, and supported by the DSL. This includes checks of filtering and monitoring systems on School devices and networks, and the results are recorded. The Director of Digital and Data regularly reports on such matters to the School's IT Committee and to the Governors' Estate and General Purposes Committee. All staff are made aware, through their induction and update training and the ICT Acceptable Use Policy, of the filtering and monitoring systems in place, and understand how to escalate concerns arising from filtering alerts. The School regularly communicates with parents and carers to reinforce online safety and to share helpful information. The Safeguarding Governor has oversight of the annual review of these arrangements in line with KCSIE requirements.
- 8.6 In line with the Mobile phones in schools: statutory guidance (June 2026), pupils will not have access to their mobile phones during the school day. Appropriate measures will be taken to enforce this as well as ensuring boarding pupils have adequate means and time to contact family and friends. The school operates a Mobile phone and electronic device policy outlining these measures.
- 8.7 The Governors' Education and Safeguarding Committee regularly reviews the School's ICT Acceptable Use Policy, and receives reports from the DSL/Deputy Head (Pastoral), and Assistant Head (Pupil Progress and Behaviour).

9. Safeguarding in boarding

- 9.1 The School recognises the particular safeguarding responsibilities arising from its boarding provision and operates in accordance with the National Minimum Standards for Boarding Schools. Appropriate arrangements are in place for the supervision, safety and welfare of boarding pupils, including during evenings and overnight, and boarding staff are trained to identify and respond to safeguarding concerns.

10. Safeguarding of pupils off site

- 10.1 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 off site but in the care of Haileybury each situation will be risk assessed in line with most recent guidance and in discussion with HSCP. Examples of this might be community service, activities, language exchanges and sports tours.
- 10.2 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 Haileybury staff.
- 10.3 Procedures are in place to safeguard pupils from the start of any period of absence. Parents are expected to notify the School on the first day of any absence and if this is not done, HMs, Lower School Tutors or another appropriate member of staff contact parents. If absence continues without explanation, further contact is made to ensure safeguarding. Further information on the school's processes can be found in the Attendance Policy. Some pupils face complex barriers to attendance, eg: physical or mental ill-health or SEND. They may be at home for safeguarding reasons or to protect their wellbeing. In these circumstances, the school will work with parents, the pupil and outside agencies where appropriate to facilitate regular academic and pastoral support during their absence and to facilitate a return to school. In some circumstances, a phased return or reduced timetable may be appropriate. Such pupils will be monitored and supported, both during their absence and following their return to School, by the pastoral team and House staff with support from outside agencies if appropriate.

11. Safer recruitment

- 11.1 In accordance with the requirements set out in Part Three of 'Keeping Children Safe in Education (KCSIE, 2026)' and 'Working Together to Safeguard Children' (2026), any individuals engaged by the School in regulated activity must undergo pre-appointment Enhanced DBS check (with Children's Barred List information) alongside other relevant vetting checks. The checks carried out by the School are described in more detail in the School's Recruitment, Selection and Disclosures Policy. The term 'individuals' in this policy applies to:
- a. all staff employed by the School
 - b. volunteers and governors engaged by the School

Regulated activity is triggered by frequency or overnight criteria, defined as:

- activity carried out more than three days in a 30-day period, or
- any overnight activity.

In line with 2026 statutory changes, the "supervision exemption" no longer applies, meaning supervision alone does not exempt individuals from requiring an Enhanced DBS and Barred List check.

- 11.2 At least one of the persons interviewing candidates will have completed the appropriate safer recruitment training.
- 11.3 On appointment, all individuals employed or engaged by the School must undergo 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 in the School's Recruitment, Selection and Disclosures Policy, which can be found on the School Portal.
- 11.4 Haileybury's Visitors, Contractors, and Site Security Policy provides for the 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. Contractors or third-party staff who meet the frequency or overnight thresholds for regulated activity must undergo full enhanced vetting, as supervision alone is no longer sufficient to exempt individuals from these checks. When concerns are raised about contractors or trainee teachers, the school will share these concerns with the relevant third party agencies or businesses.
- 11.5 All staff are expected to be familiar with and adhere to the Staff Code of Conduct (available on the School Portal), which includes staff-pupil relationships. It is made clear to all staff when they join Haileybury, during the staff induction process and during subsequent training, 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.
- 11.6 Haileybury has a culture of safety, of raising concerns, of valuing staff and of reflective practice. A clear procedure exists within the School for reporting and handling concerns, including those regarding poor or unsafe practice and potential failures in the School's safeguarding regime. This includes provision for mediation and dispute resolution where necessary. This information is contained in the School's Whistleblowing Policy, which can be found on the School Portal.

12. Hiring school premises and third party activities

- 12.1 Where an organisation or individual hires or rents school facilities or premises (for example community groups, sports associations, and service providers to run community or extra-curricular activities) the School will ensure that appropriate arrangements are in place to keep children safe, including requesting all providers' safeguarding and child protection policies in advance of facility usage. Further information on the control of third parties on School premises is set out in the Visitors, Contractors and Site Security Policy.
- 12.2 Where services or activities are provided on behalf of the School by an external party the School will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed). The School will ensure that safeguarding requirements are included in any agreement entered into with such a third party and that failure to comply with these would lead to termination of the agreement.

13. Reasonable force

- 13.1 In line with KCSIE (2026) the child protection and safeguarding training given at induction, and through regular and statutory updates, covers what is meant by the "use of reasonable force" and when it may be necessary. All members of school staff have the legal power to use reasonable force in limited circumstances. When considering the use of reasonable force or other restrictive interventions, staff should consider the risks presented by the individual circumstances of the pupil, including any SEND, medical conditions or other vulnerabilities. The

School's approach to restrictive interventions, including the use of reasonable force, is set out in the School's Rewards, Behaviour and Sanctions Policy.

14. Reviewing the safeguarding and child protection policy

- 14.1 This policy will be reviewed annually in full by the Governors' Education and Safeguarding Committee, and by Council. Any amendments during the year will be reviewed by the Education and Safeguarding Committee at its termly meetings. This Committee will also review the implementation of the School's policies and procedures relating to safeguarding and child protection.
- 14.2 This policy 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 and so that the highest level of safeguarding can be achieved.

DEALING WITH CONCERNS AND MAKING REFERRALS

15. Dealing with concerns about a child

Logging and reporting concerns

- 15.1 An important part of safeguarding and child protection includes identifying and being aware of the signs and types of behaviour that may indicate that there are more serious issues affecting a pupil. Further information regarding definitions and indicators of abuse are found later in this document. Even seemingly small concerns could be an indicator of something more serious, and staff are trained to exercise "professional curiosity". It is also important for staff to remember that children may not feel ready or know how to tell someone that they are being abused.
- 15.2 All staff could have the opportunity to observe possible signs of abuse, changes in behaviour or a failure to thrive. Staff must report to the DSL or another member of the Child Protection Team at the earliest opportunity anything which gives them cause for concern regarding a child's welfare, no matter how seemingly insignificant. All staff are regularly encouraged and reminded of their duty to report issues, because whilst one symptom alone may not give grave cause for concern, if a number of symptoms are noticed by different members of staff, the broader picture may be more serious. 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.
- 15.3 One way in which staff at Haileybury can refer concerns is through [CPOMS](#), the online child protection reporting system in place at Haileybury. Any member of staff can access CPOMS and report a concern about a child. Reported concerns are only accessible by the Child Protection Team and specified pastoral staff, but all staff are able to use CPOMS to log a concern. If a concern is reported to the Child Protection Team via other means (e.g. verbally or by email), they will log the concern on CPOMS so that it is captured there. Whilst access to reported concerns is restricted, pupils who are of a pastoral concern are flagged on iSams and staff can request further information from the safeguarding team prior to a trip for example.
- 15.4 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. The DSL monitors all concerns via CPOMS, and reports regularly to the Master on all matters of concern. He also meets weekly with a multi-professional group, including health and external agencies where necessary, to discuss any pupils of concern and agree the most appropriate support for them.

More serious concerns

- 15.5 As above, all staff can refer any concern to the DSL, to any member of the Child Protection Team, or via CPOMS. Anyone can also refer a 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 HSCP](#) . If a referral is made by anyone other than a member of the Child Protection Team, the Team should be informed as soon as possible that a referral has been made.
- 15.6 In addition, where there is a serious concern, the pupil will be placed on the School's "at risk" register, which is monitored constantly by the DSL.
- 15.7 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 UK data protection legislation, 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.
- 15.8 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 example HSCP and Channel) in a community-based early help assessment, a targeted early help assessment or with an individual referral.
- 15.9 Where the Master or Child Protection Team are concerned that a pupil has suffered abuse or is likely to suffer significant harm, a report will be made immediately to HSCP or if appropriate the police.

A child at risk of immediate harm

- 15.10 If a child is in **immediate danger** or is at risk of immediate 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 the Team should be informed, as soon as possible, that a referral has been made.
- online at <https://www.hertfordshire.gov.uk/services/childrens-social-care/child-protection/report-child-protection-concern.aspx>;
 - 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).
- 15.11 HSCP 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 reconsideration. Any concern raised should always lead to help for the child.
- 15.12 In certain circumstances, the School will be required to play a part in multi-agency safeguarding arrangements. Locally, the three safeguarding partners will make arrangements to work together with appropriate parties, such as schools, to safeguard and promote the welfare of a child, including identifying and responding to their needs. The School recognises that it has a shared and equal duty to work with these partners to safeguard and promote the welfare of children at Haileybury.

- 15.13 All concerns, discussions and decisions made, actions taken and outcomes should be recorded on CPOMS, which provides a secure record keeping system for each individual child.

Dealing with allegations of abuse against other pupils (child on child abuse including harassment, violence and harmful sexual behaviour (HSB))

- 15.14 In the event of any disclosure of child on child abuse (including, but not limited to, harassment, violence, upskirting, making and sharing nudes and semi-nudes, hazing, bullying (including cyberbullying) and gender based violence, assaults or harassment (sexual or otherwise)), all children involved, whether perceived as perpetrator or victim, will be treated as being 'at risk' and the matter will be dealt with via timely, evidence based support in line with the processes set out in this policy and the School's Countering Bullying and Rewards, Behaviour and Sanctions Policies, all of which are available on the School Portal.
- 15.15 Regardless of whether concerns or reported incidents have occurred on site or off site, staff must report the matter to the DSL, understanding that child on child (including harassment and violence) abuse is a safeguarding issue for both the victim and the alleged perpetrator.
- 15.16 Where child on child (including harassment and violence) involves the consensual or non-consensual sharing of nude and semi-nude images and/or videos/livestreams, this will be treated as a safeguarding matter and the School will follow the advice of The UK Council for Internet Safety (UKCIS) ([Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)) and the DSL works closely with the Assistant Head (Pupil Progress and Behaviour) to ensure an appropriate response. This includes deepfake and AI generated images.
- 15.17 Any member of staff should pass their concerns regarding child on child (including harassment and violence) immediately to the Child Protection Team, either in person or by using CPOMS. Advice to staff on the management of child on child (including harassment and violence) will be provided by the Child Protection Team, the Deputy Master and the Assistant Head (Pupil Progress and Behaviour). Any member of staff who has concerns regarding inappropriate digital images should not seek to view these on a pupil's device but should pass their concerns to the Child Protection Team following the guidelines in the School's Searching and Confiscation Policy available on the School Portal.
- 15.18 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 including use of Family Help, known in Hertfordshire as Early Help (01438 737575), Families First (01992 555 980 or 0300 123 4043 via the Customer Services number) and the Multi-Agency Safeguarding Hub (MASH).
- 15.19 Any pupil who has been the victim of abuse whether child on child or otherwise will be provided with additional support as outlined in the School's Countering Bullying and Rewards, Behaviour and Sanctions Policies. Victims will be taken seriously, kept safe and never made to feel as though they are creating a problem by reporting abuse.
- 15.20 The School is aware that children's sexual behaviour exists on a wide continuum including inappropriate, problematic, abusive or violent which can fall under the umbrella term of harmful sexual behaviour (HSB). When assessing HSB, the ages and developmental stage of the children involved is critical. Sexual behaviour between children may be considered harmful if there is a significant age difference, typically more than two years' difference.
- 15.21 HSB exists on a continuum and may escalate into sexual harassment or sexual violence (especially towards women and girls), it can occur online or face-to-face (both physically and

verbally) and is never acceptable. The School makes clear through a number of educational channels that there is a zero-tolerance approach to sexual harassment and sexual violence; that it is never acceptable, and it will not be tolerated. Pupils are encouraged and given a number of ways of reporting issues of harmful sexual behaviours, including anonymously through the Pupil Hub which goes directly to the DSL. The School recognises the escalatory nature of misogyny and the benefits of early identification to support their approach to minimising the risk of HSB, sexual harassment and sexual violence. When appropriate risk assessments will be produced to ensure the school's response systems remain robust.

- 15.22 Where an allegation or report of abuse is determined to be unsubstantiated, unfounded, false or malicious, the School will consider the needs of the child (this may be a cry for help), and, where appropriate, any disciplinary action in line with the Rewards, Behaviour and Sanctions Policy.

Dealing with allegations of abuse against staff or other adults

- 15.23 Any allegations of abuse against a member of staff (which includes teachers, support staff, supply staff and trainee teachers, temporary or volunteer staff, and contractors, including any member of the Child Protection Team) or any other adult should be reported immediately to the Master. **A staff member must not be informed that an allegation has been made against them.** The Master will inform the Hertfordshire Safeguarding Children Partnership (HSCP) via a referral to the Local Authority Designated Officer (LADO) within one working day of any allegation of abuse made against any member of Haileybury staff. Contact details to make a referral are as follows:

protectedreferrals.cs@hertfordshire.gov.uk or 0300 123 4043.

If the Master is absent or cannot be contacted, any allegation against a member of Haileybury staff should be passed to the Chair of Governors, Mr Martin Rayfield, who will keep the Master informed. The Chair of Governors can be contacted by phone or by email, via the Clerk to Governors (clerktogovernors@haileybury.com 01992 706212).

- 15.24 In the unlikely event that the Chair of Governors cannot be contacted, any allegation against a member of Haileybury staff should be passed to the nominated Governor for Child Protection, Ms Toral Pandya, whose contact details can be obtained via the Clerk to Governors (clerktogovernors@haileybury.com 01992 706212).
- 15.25 Should an allegation be made against the Master, that allegation should be reported to the Chair of Governors, Mr Martin Rayfield (see contact details above). The HSCP 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.**
- 15.26 In the unlikely event that the procedures above cannot be carried out, the HSCP should be contacted immediately on 0300 1234 043.
- 15.27 Any member of staff making an allegation against the Master, a member of the Child Protection Team or another member of staff should follow the School's Whistleblowing Policy found on the School website. 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.
- 15.28 Where allegations are made concerning a member of staff, KCSIE 2026 will be followed. When dealing with such an allegation, the School will act promptly and avoid unnecessary delays.

- 15.29 The Master and Chair of Governors will avoid making any judgement or decision and will not investigate any allegation without prior consultation with the HSCP. In borderline cases, discussions with the HSCP can be held informally and without naming the school or individual. In the most serious safeguarding cases, as defined by the HSCP, the police will be consulted prior to any school investigation so as not to jeopardise any investigations in case any crime has been committed. Haileybury will give due weight and consideration to the views of the HSCP and, where applicable, the police before making any decision regarding appropriate staff disciplinary arrangements.
- 15.30 Whether or not an allegation against a member of staff is substantiated, the School will work with the HSCP 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.
- 15.31 If a situation arose where a member of 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), lives in accommodation where continued occupation would be inappropriate, alternative accommodation off-site will be provided until such a time as the matter is resolved.
- 15.32 Haileybury will report to the Disclosure and Barring Services (DBS) any person (whether employed, a contractor, a volunteer or student) whose services are no longer used, or who leaves the School, because they were considered unsuitable to work with children. This information will be reported within one month of the date at which the person left the School.
- 15.33 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".
- 15.34 In any situation where a member of staff has had an allegation of abuse made against them, 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.
- 15.35 Any decisions about when to inform a member of staff about an allegation made against them will be made in consultation and agreement with the HSCP and police.
- 15.36 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 and Child Protection Policy, these should be referred to the [HSCP](#).

16. Listening and talking to a child who tells you they are being abused

- 16.1 Any staff member to whom an allegation of abuse is made should:
- Find a quiet place and make time to listen.
 - Stay calm; overreacting may frighten the child and compound feelings of guilt.
 - Not promise confidentiality. Issues relating to child protection must be passed on. Reassure the child that you will only tell those people who need to know.
 - Take what the child says seriously and listen carefully to what you are being told.
 - 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 they do ‘x’ to you?” using instead a minimum number of open questions such as, “Tell me what has happened”.)

- f. 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.
- g. Reassure the child they are not to blame - it is all too easy for the victim of abuse to be blamed and to feel guilty.
- h. Check out your understanding of what has happened if you are not clear.
- i. Use the child’s own words. If you are reluctant to repeat these words, the child may stop talking to you.
- j. Reassure the child they were right to tell you and you are glad he/she has done so.
- k. Avoid criticising the alleged perpetrator.
- l. 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).
- m. 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.
- n. 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.
- o. 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.
- p. 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.
- q. Check your guidelines.
- r. 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:

- c. Record the disclosure using [CPOMS](#) and alert the appropriate members of the Child Protection Team through this system.
- d. Include a diagram showing the position of any bruising or other injury.
- e. Use the words of the child in these notes.
- f. Record statements and observations rather than interpretations or assumptions.
- g. Record the date, time and place of the conversation.
- h. 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 they are likely to involve some of the following:

- A consultation with the CPSLO (Child Protection School's Liaison Officer) and/or a member of the MASH (Multi-Agency Safeguarding Hub) team.
- A referral to Hertfordshire Safeguarding Children Partnership under the Children, Schools and Families directorate of Hertfordshire County Council to obtain support or protection for the child.
- Close monitoring by the School.
- Liaison with parents where appropriate and in consultation and with the agreement of the HSCP.
- A child will not be sent home if to do so would endanger their safety or wellbeing.
- 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, of any person whose services are no longer used because he/she is considered unsuitable to work with children.
- 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. Making a referral

- 17.1 As previously stated within this document **anybody** can make a referral to Children's Services² 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 reconsideration. Concerns should always lead to help for the child.

18. Referrals to the Charity Commission

- 18.1 Haileybury's Education and Safeguarding Committee considers all major safeguarding matters at its termly meetings and ensures that the School's trustees (its Governing Council) refer to the Charity Commission any serious incidents, namely any adverse event, whether actual or alleged, which results in or risks: significant harm to pupils or others who come into contact with the School; loss of the School's assets; or damage to the School's work, reputation, or public trust and confidence. In considering whether a safeguarding matter meets the threshold for reporting, the School will take into account not only the nature and extent of harm, but also the potential for reputational impact and wider regulatory concern. The School recognises that safeguarding incidents are a key area of regulatory concern and may be reportable even where allegations are unproven, if the potential impact is serious.
- 18.2 The following guidelines are followed when considering referrals to the Charity Commission: <https://www.gov.uk/guidance/how-to-report-a-serious-incident-in-your-charity>.

19. Information sharing

- 19.1 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

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<https://www.hertfordshire.gov.uk/about-the-council/contact-us/contact-childrens-services-or-schools.aspx>
or phone the police on 999 or Children's Services 0300 123 4043

colleges in a format that is clearly presented and appropriately contextualised; sharing, holding and using this information in line with KCSIE 2026 Part 2. Care should be taken not to omit information where it may be relevant to understanding or managing safeguarding risk. When there are concerns the DSL (or member of the Child Protection Team) will have a conversation with the corresponding DSL to ensure an appropriate transition of information occurs and support plans are in place for when a pupil arrives at the school.

- 19.2 The School will process personal information fairly and lawfully and keep the information it holds safe and secure, as it is obliged to under the Data Protection Act 2018, the Data (Use and Access) Act 2025 and the UK GDPR, and the guidance outlined in [Information sharing. Advice for practitioners providing safeguarding services to children, young people, parents and carers](#) (May 2024).

- 19.3 Ultimately, the safety of the child, and other children, is of paramount importance, and the sharing of child protection files can take precedence over Data Protection and GDPR rules, as stated in KCSIE 2026, Part 2, paragraph 146:

“The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.”

- 19.4 When deciding whether to share safeguarding information, consideration will be given to the risks of sharing and of not sharing the information. The reasons for significant information-sharing decisions will be recorded.

20. Dealing with low-level concerns about staff

- 20.1 The School encourages the reporting of all concerns, no matter how trivial they may seem. It is important that all pupils and staff feel able to raise concerns, so as to ensure a culture of openness and transparency in which the School's values, ethos and expectations of behaviour are upheld.
- 20.2 Where a concern does not meet the harm threshold for referral to HSCP, and is therefore deemed a “low-level” concern, the concern should nevertheless be reported to the DSL. A low-level concern can be raised with any member of the Executive Leadership Team (ELT), but they will always refer it to the DSL in the first instance. The concern will be recorded by the DSL who will refer the concern to the Master. The Master will decide on whether or not further action is required, and if so, the most appropriate action or response; the Master may ask the DSL or another member of the Child Protection Team, to investigate the concern and the School's Staff Disciplinary Procedure may be followed where applicable.
- 20.3 The DSL will keep a log of all concerns and any decisions or action taken. The number and trends of low-level concerns will be reported to the Governors' Education and Safeguarding Committee termly. Low-level concerns which are raised about supply staff or contractors will be notified to their employers. If the DSL, the Master or the Chair of Governors is in any doubt as to whether a low-level concern about a member of staff meets the harm threshold, they should consult with the LADO
- 20.4 Examples of low-level concerns might include a suspicion or a “nagging doubt” that a person has acted inappropriately or inconsistently with the Staff Code of Conduct, or could include behaviour carried out accidentally or inadvertently. Examples of such behaviour could include, but are not limited to:
- being over friendly with children;

- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

20.5 Staff are encouraged to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

20.6 Records of low-level concerns will be reviewed by the DSL so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, the School will decide on a course of action, either through its disciplinary procedures or where a pattern of behaviour moves from a concern to meeting the harm threshold, through a referral to the HSCP. The DSL will also consider whether there are wider cultural issues within the School that enabled the behaviour to occur and, where appropriate, policies will be revised or extra training delivered to minimise the risk of the behaviour happening again.

21. Dealing with any historical / non-recent abuse allegations

21.1 Historical / non-recent abuse allegations (of a sexual or any other nature) are taken extremely seriously at Haileybury. If any concern is brought to your attention regarding an allegation of historical / non-recent abuse at Haileybury, the Master must be informed without delay. The Master will then refer the matter to the Chair of Governors, liaising with the Clerk to Governors as needed. If the Master is unavailable, the DSL should be informed (Mr Jonnie Howorth (j.howorth@haileybury.com 01992 706496)).

21.2 The School will refer the matter to the police.

TYPES AND INDICATORS OF ABUSE AND SPECIAL CONSIDERATIONS

22. Definitions of abuse

22.1 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. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. A child may be abused in a family or in an institutional or community setting by those known 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 online, or technology may be used to facilitate offline abuse. Children may also cause harm to other family members. This is sometimes referred to as child-to-parent or child-to-caregiver abuse and should be recognised and responded to as a safeguarding concern.
- **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, persistent criticism, belittling, name calling, 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. This may also include bullying or harassment due to gender (including misogyny and misandry), race, disability, sexual orientation, gender reassignment, religion or belief, or any of the protected characteristics as defined in the Equality Act 2010. 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 penetration by an object 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, particularly in the context of abusive teenage relationships abuse.
- **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 include, but is not limited to: psychological, physical, sexual, financial, or emotional abuse. All children can witness and be adversely affected by domestic abuse through seeing, hearing or experiencing the effects of domestic abuse and/or experiencing it through their own intimate relationships. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. If an incident of domestic abuse occurs and the police are called, [Operation Encompass](#) will ensure that the DSL is informed before the child arrives at school the next day. The DSL will then ensure that those involved in the care of the pupil are informed. Signs, symptoms and effects of domestic abuse can be found via the [NSPCC site](#).
- **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.
- **Financial exploitation and modern slavery:** subjecting a person to financial exploitation or modern slavery.

- 22.2 Staff must also be mindful that certain behaviours such as drug taking, alcohol abuse, truanting and making and sharing nudes and semi-nudes put children in danger and such behaviour should be reported to the Child Protection Team. Safeguarding issues can also manifest themselves via child on child (including harassment and violence). This may include, but is not limited to: bullying (including cyber bullying), gender based violence / sexual assaults and sexting.
- 22.3 All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the School and/or can occur between children outside of these environments. All staff, but particularly the Child Protection Team, should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence, domestic abuse within their own intimate relationships (including physical, sexual and emotional abuse and stalking), financial exploitation, county lines and radicalisation.

23. Indicators of abuse

23.1 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 side 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 the 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 – most commonly caused by an object such as a fist coming into contact with the eye socket. A heavy bang on the nose 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.

23.2 Indicators of emotional abuse:

- self-harm (including changing in eating³ 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;
- making a disclosure;
- social isolation – withdrawn, a ‘loner’;
- frozen watchfulness (particularly pre-school);
- developmental delay;
- depression;
- desperate attention-seeking behaviour.

23.3 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 preoccupation 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 eating³, 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;

³

Please also see the School's Eating Disorders and Disordered Eating Policy.

- 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.

23.4 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, emails 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.

23.5 Indicators of neglect:

- underweight – a child may be frequently hungry or preoccupied 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 dressed – a distinction needs to be made between situations where children are inadequately dressed, 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.

23.6 Mental health problems as an indicator of abuse:

- All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. All staff should also be aware that mental health problems can, in some cases, develop into safeguarding concerns. This could include self-harm, suicidal ideation or risk of suicide. They could also be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

- Only appropriately trained professionals, such as a school doctor, should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. Staff are made aware of how these children's experiences can impact on their mental health, behaviour and education.
- If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, by reporting via CPOMS or speaking to the DSL. If staff feel that a child is in immediate danger, they should call 999 or arrange for them to be taken to A&E immediately by a parent/carer or other suitable person.

When a child is suffering from any one or more of the previous four 'categories of abuse', they will nearly always suffer from or 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.

23.7 Indicators linked to attendance:

Unexplained or frequent absence from school, sudden patterns of persistent lateness, or prolonged non-attendance may indicate underlying safeguarding concerns. While there may be legitimate reasons for absence, repeated or unexplained low attendance can be a sign of neglect, emotional abuse, or a child attempting to avoid an unsafe home environment by avoiding both home and school. Staff should remain alert to these patterns and consider them within the wider context of a child's wellbeing, progress and potential risk of harm. Attendance concerns will always be followed up and recorded. It should be noted that the DSL is the Senior Attendance Champion (SAC) and works closely with the School Attendance Officer.

24. Signs of parental child abuse

- 24.1 Should the School feel that a parent's behaviour is endangering a child, the School will put the safety of the child first, above the wishes of the parent. The wellbeing and safety of pupils is paramount.

24.2 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;

25. Affluent neglect

- 25.1 Staff should be mindful of aspects of "affluent neglect" where children from wealthier families may experience neglect, in particular emotional neglect. Affluent neglect can take the form of emotional neglect when, for example, parents work long hours, leaving children unsupervised for significant periods of time, or in the care of paid nannies / au pairs. This can lead to an emotional disconnect. Emotional neglect can be more difficult to detect when pupils are boarding and parents are "absent".
- 25.2 Children from affluent families may be more vulnerable to engaging in harmful sexual activity when unsupervised, or having access to financial means to engage in illicit activities such as drug use. Pupils may also experience significant pressure to perform at school given the financial cost and familial expectations.
- 25.3 Affluent parents might also be vulnerable to issues of alcohol or substance abuse, or mental illness, which increases the vulnerability of children in their care.
- 25.4 Staff should be aware that affluence is not a barrier to abuse, and be alert to any potential signs and symptoms, and aware of possible unconscious bias when considering if a pupil might be suffering abuse.

26. Mental health

- 26.1 All staff should be aware that mental health problems can, in some cases, be an indicator of abuse. Staff must also be aware of the link between poor mental health for any reason and self-harm, eating disorders, suicidal ideation and a pupil's making plans to end their life.
- 26.2 Where staff are concerned about a pupil's mental health, or a pupil makes a material disclosure of negative mental health, this is a safeguarding concern and should be referred to the Child Protection Team. Where necessary, the School Doctors and/or School Counsellors may be asked to assess a case and identify further support, including working with external agencies. Only appropriately trained professionals, such as a school doctor, should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.
- 26.3 Staff play key roles in ensuring pupil mental health is monitored and risks identified at an early stage via:

- Promoting good mental wellbeing and preventing the onset of mental illness
- Observing pupils and identifying early those who may be at risk
- Ensuring early targeted support is provided
- Liaising via the Child Protection Team with specialist services where needed. When additional support is deemed necessary the DSL or member of the Child Protection Team will consider whether to inform parents or carers to support the pupil's wellbeing, where doing so so would not place the child at additional risk

27. Preventing radicalisation

- 27.1 Extremism is the vocal or active opposition to our fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.
- 27.2 Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- 27.3 Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.
- 27.4 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.
- 27.5 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.
- 27.6 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.
- 27.7 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.
- 27.8 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.
- 27.9 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.

- 27.10 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 IT 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.
- 27.11 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 be referred to the Child Protection Team. Any pupil for whom this applies will be placed on the School's 'pupils at risk register' and followed up as described above. 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.
- 27.12 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.

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

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

28.3 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 seek to justify offending;
- harmful means to an end;
- harmful objectives.

28.4 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.

29. **Child sexual exploitation (CSE), child criminal exploitation (CCE) and county lines**

- 29.1 Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.
- 29.2 In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator.
- 29.3 The abuse can be perpetrated by individuals or groups, males or females, and children or adults.
- 29.4 The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.
- 29.5 Victims can be exploited even when an activity appears consensual and it should be noted that exploitation, as well as being physical, can be facilitated and/or take place online.
- 29.6 All Haileybury staff need to be aware of what the term “child sexual exploitation” 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, including online e.g. through sharing videos or images on social media.

- 29.7 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.
- 29.8 It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media).
- 29.9 Child criminal exploitation (CCE), 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.
- 29.10 Staff should be aware that the experience of girls being criminally exploited can be very different from boys, and that indicators of CCE may be different in girls and boys.
- 29.11 A referral by the DSL to the National Referral Mechanism and Herts Local Partnership will be considered. This may result in the appointment of an Independent Child Trafficking Guardian to advocate for the pupil and support their recovery.
- 29.12 Indicators of CCE include children who:
- appear with unexplained gifts or new possessions;
 - exhibit a change in friendships or relationships, associate with older individuals or groups or with other young people involved in exploitation;
 - suffer from changes in emotional wellbeing or show a significant decline in performance;
 - appear with signs of assault or unexplained injuries;
 - misuse drugs and alcohol or practice self-harm;
 - go missing for periods of time or regularly come home late;
 - regularly miss school or education or do not take part in education;
 - carrying or intending to carry a weapon.
- Any of the above should be reported to the DSL by staff. The DSL should assess the risk to both the individual pupil and others in the school, considering wider information or concerns, and take appropriate action. Depending on the risk, they should put in place a safety and support plan. The School will also try to understand areas outside of school where serious violence may occur.
- 29.13 County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas within the UK.
- 29.14 Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move and store drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools.

- 29.15 If a child is suspected to be at risk of or involved in county lines, a safeguarding referral will be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.
- 30. 'Honour or faith-based' abuse (including female genital mutilation and forced marriage)**
- 30.1 So-called 'honour or faith-based' abuse (HFBA) (including female genital mutilation and forced marriage) encompasses crimes that have been committed to protect or defend the honour of the family and/or the community, including FGM, forced marriage, practices such as breast ironing and non-violent forms of abuse. All forms of HFBA are abuse (regardless of the motivation) and should be handled and escalated as such.
- 30.2 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 below on FGM. All staff must be alert to the possibility of a child being at risk of HFBA, or already having suffered HFBA.
- 30.3 Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. The School takes into account this dynamic and additional risk factors when deciding what form of safeguarding action to take.
- 30.4 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. Further information can be found in the Government's ["Multi-agency statutory guidance on female genital mutilation" \(July 2020\)](#).
- 30.5 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 2026, Haileybury recognises that our teachers have a legal duty to report concerns regarding FGM.
- 30.6 Additional information on FGM Mandatory Reporting Duty can be found at Appendix 2 at the end of this policy.
- 30.7 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.
- 30.8 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.
- 30.9 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: fmu@fcdo.gov.uk.

31. Upskirting

- 31.1 'Upskirting' is where someone takes a picture under a person's clothing (not necessarily a skirt) without their permission or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. It is a criminal offence. Anyone of any gender can be a victim.

32. Young carers

- 32.1 Staff should be alert to the needs of young carers and recognise that caring responsibilities can impact on a pupil's attendance, attainment, behaviour and wellbeing.
- 32.2 Early identification is essential to ensure that young carers receive support at the right time and from the appropriate services. Where a pupil is identified as a young carer, the School will consider their individual needs and, where appropriate, work with external partners, local authority and health services to ensure appropriate support is provided.

33. Children with special educational needs and disabilities

- 33.1 Children with special educational needs and disabilities (SEND) are particularly vulnerable and as such can face additional safeguarding challenges, both online and offline, including increased vulnerability to child on child (including harassment and violence). Staff are aware and mindful that additional barriers can exist when recognising 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 being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children, and potentially being disproportionately impacted by such behaviour without outwardly showing any signs;
- the need for intimate care or the isolation of children with SEND from others;
- children with SEND being more likely to be dependent on adults for care;
- these children may have issues over cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in schools or colleges or the consequences of doing so; and
- communication barriers and difficulties in managing or reporting safeguarding challenges, including the risk that a child does not understand that what is happening to them is abuse.

Any reports of abuse involving children with SEND require close liaison with the Child Protection Team and the special educational needs coordinator (SENCO). The School will consider whether additional pastoral support and attention is required for children with SEND and will ensure that appropriate support for communication is in place.

- 33.2 The School's Countering Bullying Policy, its Rewards, Behaviour and Sanctions Policy and its Equal Opportunities for Pupils Policy provide additional information on the strategies adopted to ensure that children with SEND are appropriately supported in all areas. Where reasonable force is used (see below), staff are reminded that this must be minimised, particularly with SEND pupils.

34. Children with medical conditions

- 34.1 Children with medical conditions can face additional safeguarding challenges and staff should be alert to circumstances in which a pupil's medical condition may increase their vulnerability. An incident relating to the management of a pupil's medical condition or allergy does not, in

itself, require a safeguarding referral. A referral should be considered where there is concern that a pupil may be at increased risk of neglect, abuse or exploitation because of their medical condition, for example where relevant medical information is not provided to the School or a pupil is repeatedly sent to School without essential medication.

35. Children who are questioning their gender

- 35.1 In recent years, we have seen a significant increase in the number of children who are questioning the way they feel about being a boy or a girl, including the physical attributes of their sex and the related ways in which they fit into society.
- 35.2 Following the decision from the Supreme Court regarding guidance on gender questioning children, the School is aware of the range of factors that may impact pupil mental health but will never initiate anything regarding social transition. Parents and carers have the leading role in the lives of their children and this area should be no exception. Therefore, where a child who is questioning their gender asks for support from the School, the School will engage parents/carers as a matter of priority. As noted in KCSIE 2026 it is important that the views of the child's parents or carers should carry great weight and be properly considered. However, in the rare circumstances where involving parents or carers would constitute a greater risk to the child than not involving them, the DSL will determine what action is needed to safeguard the child, before the parents or carers are contacted or any decisions are taken.
- 35.3 Staff should remain aware of the potential vulnerabilities of children who are questioning their gender, including the possibility of complex mental health and psychosocial needs, for example relating to relationships with family, peers or their broader social environment, including discriminatory bullying. Any accommodation of social transition as an active intervention must be carefully monitored.
- 35.4 In order to comply with the School's safeguarding duties the School must not allow a child to share overnight accommodation with a child of the opposite biological sex. Responding to a request to support any degree of social transition must not include allowing access to boarding or residential accommodation designated for the opposite sex. When the School is allocating sleeping arrangements such as dormitories, tents or shared rooms for trips the School will discharge the required duties as above. If, however, a child does not want to share a room with another child of the same biological sex, alternative arrangements should be sought where possible.
- 35.5 In line with the responsibilities of schools and colleges to adhere to the highest standards of safeguarding for the children and young people in their care, alongside obligations under the School Premises (England) Regulations 2012 and the Education (Independent School Standards) Regulations 2014, the School will not allow pupils into toilets, changing rooms, or boarding or residential accommodation (save designated communal areas) designated for the opposite sex, with no exceptions. Similarly, where the School has implemented single-sex sports as being necessary for safety reasons, there should be no exceptions and pupils must not be allowed to participate in sports designated for the opposite sex.
- 35.6 In cases where a child confides in a member of staff about their feelings but does not ask the School to make changes to how they are treated, there is no reason to break any confidence unless there is a related safeguarding risk. The DSL should be informed immediately and the School will follow usual procedures where a conversation with a child raises concerns about the child's wellbeing or safety, including involving parents or carers where appropriate. If a pupil is questioning their gender but has not taken any steps to explore this and is "living in stealth" then this should be taken into account given added difficulties and complexities involved.

- 35.7 At all times the School will comply with obligations under the Equality Act (2010) and Human Rights Act when considering requests for support with social transition.

36. Looked after children and previously looked after children

- 36.1 Looked after children (known in Hertfordshire as Children Looked After) are also vulnerable and staff are reminded that previously looked after children remain vulnerable.

37. Advocacy for pupils

- 37.1 Pupils at Haileybury will always have adult support such as an HM or tutor when they need it, for example at disciplinary meetings. The DSL will advise pupils who may need advocacy support on the options available.

38. Children who need a social worker (child in need and child protection plans)

- 38.1 Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.
- 38.2 The DSL should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes.
- 38.3 Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

39. Children and the court system

- 39.1 In line with Annex A of KSCIE (2026), 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.
- 39.2 Support will be led by the Child Protection Team in conjunction with the relevant HM.

40. Children with family members in prison

- 40.1 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 such as increased absence, exclusion, substance misuse, for example through resources shared on NICCO (National Information Centre on Children of Offenders).
- 40.2 Support will be led by the Child Protection Team in conjunction with the relevant HM.

41. Children in temporary accommodation

- 41.1 Where the School receives notification from a local housing authority that a pupil has been placed in temporary accommodation, the DSL (or a deputy) will consider whether the pupil has

any additional safeguarding or welfare needs and whether further support or liaison with relevant agencies is required.

42. Homelessness

- 42.1 Homelessness and/or the risk of becoming homeless pose a risk to a child's welfare and wellbeing.
- 42.2 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.

43. Policy on pupils who self-harm

- 43.1 Self-harm is a serious action for any young person to undertake and the School recognises that young people who self-harm are at risk. Haileybury follows the procedures and guidance provided on self-harm and suicidal behaviour published by the Hertfordshire Safeguarding Children Partnership documentation from time to time.
- 43.2 The School co-operates with the HSCP and other appropriate external agencies in any child protection investigation. In September 2013 self-harm was defined on the Hertfordshire Safeguarding Children Partnership 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 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 eating⁴;
 - overdosing of tablets or medicines;
 - inhaling or sniffing harmful substances (Mental Health Foundation 2006).
- 43.3 Any member of Haileybury staff to whom a pupil discloses information related to self-harming must follow the School's Self-Harm Policy and Procedures, which is on the School Portal. They should 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.
- 43.4 The Child Protection Team will seek specialist help by liaising immediately with the Health and Wellbeing Centre and school counselling team. The School Doctor can assess the pupil's needs 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 (or any member of staff) may call an ambulance or make a direct referral to a hospital accident and emergency unit.

⁴ Please also see the School's Eating Disorders and Disordered Eating Policy.

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

44. Policy on pupils missing from education

- 44.1 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.
- 44.2 Full details of the procedure to be followed in cases of unexplained absences during the school day can be found in Haileybury's Attendance Policy and Instructions for Registering Pupils (available on the Policies page of the [School Portal](#)). 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 referred 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 HSCP, MASH and the police.
- 44.3 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 HSCP. 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).
- 44.4 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 School Office 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 final year or joins a school after the beginning of the first year. When a pupil leaves, the report 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. If a pupil is educated at an alternative provision but remains on the roll at Haileybury, the school will continue to retain responsibility for the safeguarding of the pupil and oversee provision to ensure that appropriate safeguarding arrangements are in place and the pupil's needs are being met. The School will maintain appropriate contact with the pupil and provider and act on any attendance, welfare or safeguarding concerns.
- 44.5 The parents or guardians of any pupil who wishes to return to school late or leave school early at the beginning and end of each term and half term must write to the Deputy Master. Parents who fail to request permission may be written to by the Deputy Master.

Chair of Governors: Martin Rayfield

Signed:

Date:

Scheduled to be ratified by Council on 11 September 2026

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 Executive Leadership Team (ELT) and Chair of the Pastoral Leadership Team, 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 Teaching Regulation Agency (TRA) 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, HSCP 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 Assistant Head (Pupil Progress and Behaviour) 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 and the ICT Acceptable Use Policy;
- receive and review all bullying referrals to the Assistant Head (Pupil Progress and Behaviour) within CPOMS to consider escalation to child protection; review the Countering Bullying Policy; and
- act as the Online Safety Coordinator and work with the Online Safety Committee and the Head of Wellbeing to encourage online safety and to foster a 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.

Training for the DSL (and deputies) includes appropriate understanding of emerging AI-related safeguarding risks and their implications for the School's filtering and monitoring arrangements.

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 Safeguarding and 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, who may need early identification of their specific needs. The DSL and Deputy DSLs should recognise that caring responsibilities can impact on a young carer's attendance, attainment, behaviour and wellbeing. Early identification is essential to ensure that young carers receive support at the right time and from the appropriate services, including, where appropriate, additional support from external partners, local authority and health services;
- are able to keep detailed, accurate, secure written records of concerns and referrals using CPOMS, including decisions made and the reasons for those decisions;
- 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; and
- provide 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 weekly updates on any Child Protection issues to ELT;
- 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 of Haileybury in this.
- Link with HSCP 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 three 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 Admissions Department and the School Office 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 members of the ELT, Senior Leadership Team (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, Mr Jonnie Howorth (Deputy Head (Pastoral)). A team Deputy DSLs assist with all Safeguarding and Child Protection matters: Dr Laura Pugsley (Deputy Master), Mrs Olivia Firek (Assistant Head, Pupil Progress and Behaviour), Mr Peter Blair (Assistant Head, Welfare and Compliance) and Mr George Seccombe (Head of Lower School). Lead responsibility for Child Protection and Safeguarding at Haileybury lies with Mr Howorth.

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 all report to the DSL.

Last Reviewed: August 2026

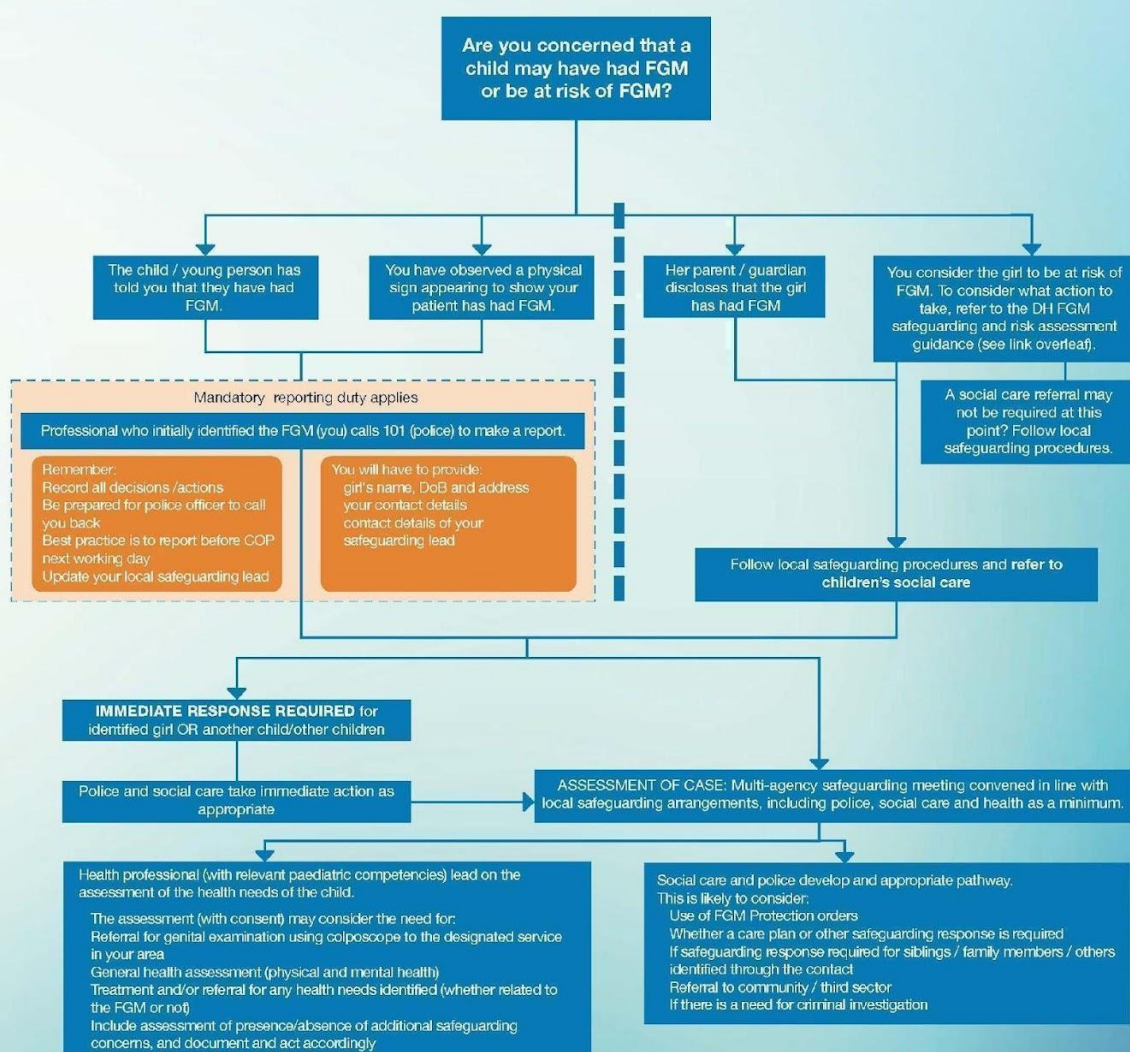


Department
of Health

NHS
England

Female Genital Mutilation (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?

FGM mandatory reporting duty and FGM safeguarding best practice guidance is available from: www.gov.uk/dh/fgm

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/multi-agency-statutory-guidance-on-female-genital-mutilation

- www.workingtogetheronline.co.uk

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.

Acronyms

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
CSE	Child Sexual Exploitation
DBS	Disclosure and Barring Service
DfE	Department for Education
DSL	Designated Safeguarding Lead for Child Protection
FGM	Female Genital Mutilation
HFBA	Honour or Faith Based Abuse
HMs	Housemasters/Housemistresses
HR	Human Resources
HSB	Harmful sexual behaviour
HSCP	Hertfordshire Safeguarding Children Partnership
ICT	Information and Communications Technology
ISI	Independent Schools Inspectorate
KCSIE	Keeping Children Safe in Education
JCPIT	Joint Child Protection Investigation Team
LADO	Local Authority Designated Officer
MASH	Multi-Agency Safeguarding Hub (which has replaced TAS, Targeted Advice Services)
NSPCC	National Society for the Prevention of Cruelty to Children
SEND	Special Educational Needs and Disabilities
SAC	Senior Attendance Champion
STD	Sexually Transmitted Disease
TAC	Team Around the Child
TRA	Teaching Regulation Agency
UTI	Urinary tract infections

Version history		
Date	Reviewed by	Notes
September 2024	DSL, Deputy Head (Pastoral), COO and SLT	Reviewed and updated in line with new KCSIE version
May 2025	DSL, Deputy Head (Pastoral) and SLT	Reviewed and updated
August 2025	Deputy Head (Pastoral)/ DSL and Deputy Master	Reviewed and updated in line with KCSIE amends
August 2025	SLT	Reviewed and approved
September 2025	Governors (including the Safeguarding Liaison Governor)	Reviewed, updated and approved
September 2025	ELT	Reviewed and approved
September 2025	Ratified by Council (12 September 2025)	Ratified by Council
September 2025	DSL/ Deputy Head (Pastoral)	Additional signpost to Generative AI Guidance
April 2026	Clerk to Governors	Definition in 17.1 expanded to include reputational and wider regulatory risk, to align with Charity Commission expectations.
April 2026	Pastoral Leadership Team (PLT)/ ELT	Reviewed and approved
May 2026	Education and Safeguarding Committee	Reviewed
June 2026	Ratified by Council (24 June 2026)	Ratified by Council
July 2026	DSL/ Deputy Head (Pastoral)	Reviewed and updated in line with KCSIE amends
August 2026	Executive Leadership Team	Reviewed and approved