



YORK HOUSE

Safeguarding, Welfare of Children and Child Protection Policy

Reviewed September 2025

This Policy applies to all sections of York House School, including EYFS.

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Section 1	Introduction
2	Stakeholders, training and monitoring
3	Role of Designated Lead
4	Role of Staff
5	EYFS
6	The Management of Safeguarding
7	Multi-agency working
8	Recognising child abuse
9	When to be concerned
10	Domestic Abuse
11	Child on Child Abuse
12	Child on child sexual violence and sexual harassment
13	Serious violence
14	Child sexual exploitation (CSE) and child criminal exploitation (CCE)
15	Dealing with a disclosure
16	Record keeping
17	Third party disclosures
18	Reporting concerns
19	Extra familial harm (formerly contextual safeguarding)
20	Child centred and coordinated approach to safeguarding
21	Children who may require early help, known as families first in Hertfordshire
22	Reporting staff behaviour
23	Confidentiality
24	Operation Encompass
25	Recruitment
26	Low Level Concern Policy
Appendix A	Actions where there are concerns about a child
Appendix B	Guidance for staff or family member/carers helping with children: advice on preventing child abuse, and avoiding possible accusations and misunderstandings
Appendix C	Poster of Aims
Appendix D	Quick reference guide for teachers.

INTRODUCTION

York House School is legally required to have a Child Protection Policy, a Designated Senior Lead (DSL) and to co-operate with the relevant Local Authority or other local partners such as the police. It is also a legal requirement that we publish this policy on our website. Depending on children's home addresses different authorities to Hertfordshire may be consulted at times. This policy is updated on a yearly basis.

The school, in writing of this policy has due regard for:

- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
 - The new definition of extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:
 1. Negate or destroy the fundamental rights and freedoms of others; or
 2. Undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic right; or
 3. Intentionally create a permissive environment for others to achieve the results in 1 or 2. (March 2024)
- [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)
- [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment
- [The Public Sector Equality Duty \(PSED\)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination

- [What to do if you're worried a child is being abused](#) is guidance from the Department for Education and is designed for anyone who works with children and families. This is additional guidance that details signs of exploitation, abuse and neglect to look out for and what action to take if professionals are concerned. The first point of reference for those working and volunteering in education settings should still be Keeping Children Safe in Education (2023) and the setting's own Safeguarding and Child Protection policies and procedures.
- [The Hertfordshire Safeguarding Children Partnership HSCP](#) sets out for all agencies our Child Safeguarding Arrangements for Hertfordshire to work together to identify and respond to the needs of children, young people and families see [HSCP Procedures Manual](#) and also [Continuum of Need for children and young people 2023 \(hertfordshire.gov.uk\)](#). They have a strategic function rather than operational direct work with children. Their vision and values are committed to delivering multi-agency child safeguarding arrangements of the highest quality and advocate how all partners practice should continuously evolve to reflect the changing needs and circumstances of our community. This is in line with statutory guidance, [Working Together to Safeguard Children 2018](#)

The three local safeguarding partners jointly leading the Partnership are:

- **Hertfordshire County Council:** represented by the Director of Children's Services.
- **Hertfordshire Constabulary:** represented by the Assistant Chief Constable for Local Policing.
- **Hertfordshire and West Essex Integrated Care Board:** represented by the Director of Nursing & Quality Hertfordshire & West Essex Integrated Care Board.

York House has had an excellent record in child protection, largely due to the forthright and positive action of all staff and the culture of child protection that is actively fostered within the school. Child safety must never be taken for granted. And the school considers at all times what is in the best interests of the child.

Safeguarding is everyone's responsibility and anyone can make a referral if necessary.

In the event of any identified deficiencies or weaknesses in child protection arrangements, the governors of the school will remedy without delay.

This policy is information and guidance for staff and other adults, including volunteers, who come into contact, or who might come into contact, with York House School. This Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the whole school staff and volunteers. All staff should be aware of systems within our school which support safeguarding, and these should be explained to them as part of staff induction. This should include the:

- Guidance on procedures and how to deal with child-on-child abuse (child friendly)
- Behaviour policy
- Staff conduct policy
- Child missing in education guidelines
- Health and safety policy
- Safer recruitment policy
- Whistleblowing policy
- EYFS mobile phone, camera and smart watch policy
- Copy of Part One Keeping Children Safe in Education (2022) and should be signed to say it has been read and understood. Annex B Further information

- Annex A, condensed version of Part one of KCSiE (DfE 2022). It can be provided (instead of Part one) to those staff who do not directly work with children.

Safeguarding is defined as: protecting children from maltreatment, preventing impairment of children's health or development, ensuring that children are growing up in circumstances consistent with the provision of safe and effective care and taking action to enable all children to have the best outcomes (Working Together to Safeguard Children, DfE, 2018, p6).

The health, safety and welfare of all our children are of paramount importance to all the adults who work in our school. Children have the right to protection, regardless of age, gender, race, culture, background or disability.

At York House School our aim is to:

- To work in partnership with families to build their understanding of and commitment to the principles of safeguarding all our children. Have high-quality leadership and management that makes safeguarding a priority across all aspects of the school.
- Have rigorous safeguarding policies and procedures in place.
- Have child protection arrangements that are accessible to everyone, so that pupils and families, as well as adults in the school, know who they can talk to if they are worried.
- Have robust arrangements for site security, understood and applied by all staff and pupils.
- Have well thought out and workable day-to-day arrangements to protect and promote pupils' health and safety.
- Have rigorous monitoring of absence, with timely and appropriate follow-up, to ensure that pupils attend regularly.
- Have courteous and responsible pupils, enabling everyone to feel secure and well-protected.

This policy applies to anyone working on behalf of York House School, including senior managers and the board of governors, paid staff, volunteers, sessional workers, agency staff and students.

STAKEHOLDERS, TRAINING AND MONITORING

The DSL and deputies require training every two years in child protection and inter agency working with the designated persons. The DSLs also receive Inter-agency training

The "Independent Listening Ear" is the Canon Revd. Miriam Mugan

(All Saints Church, Croxley Green ~ <http://www.croxleygreenallsaints.org/>)

The rest of the staff have updated training every three years – with all joiners given "immediate" training by DSL then booked onto level 1 training. The Deputy Head and HR are responsible for maintaining this.

The Governor responsible for child protection is Mrs Leigh Keating who will undertake an annual review of the school's child protection policy and procedures.

The Safeguarding Team meet once every half-term, organised by the lead. The DSL and deputies receive training in inter-agency working and informal updates as required.

CP updates, that are appropriate for staff to know, are brought up by the DSL and the DSL has set out a yearly CPD schedule for teachers to adhere to support staffs knowledge of updates.

Please note below for the most recent Safeguarding Training

Name	Safeguarding Title	Position in School	Contact Details	Last Training
Mr. M. Gedye	DSL	Deputy Head	gedyem@york-house.com or 01923 772395	Sept 2025
Mrs. M. Ferguson (On maternity Leave)	DSL (Deputy)	Head of Pre-Prep	fergusonm@york-house.com or 01923 772395	Sept 2022
Mr D. Presky	DSL (Deputy)	Head of computing	Preskyd@york-house.com or 01923 772395	Jan 2026
Miss. L. Kelly	DSL (deputy)	Senior Tutor	kellyl@york-house.com or 01923 772395	Feb 2026
Mr. S. Pettit	DSL (deputy)	Deputy Head of EYFS	pettits@york-house.com or 01923 772395	Sept 2024
Mr. B. Work	DSL (deputy)	Head of Lower School	workb@york-house.com or 01923 772395	Sept 2025
All Staff				Annual Training: Safeguarding Young people 2025 Child protection refresher 2025 Online safety 2025 Prevent duty 2025 Child on child abuse Sept 2025

Non School Contacts Organisation / Role	Name	Contact details
Local Authority Designated Officer (LADO)	Duty LADO	LADO.Referral@hertfordshire.gov.uk lado_referral_form.docx (live.com)

		<i>Strictly for professionals use only</i>
Hertfordshire County Council Children's Social Care	Customer Service Centre	Children's Services includes SOOHS (Out of Hours Service-Children's Services) – 0300 123 4043
Hertfordshire County Council's Prevent Programme Manager	Sophie Lawrence	
NSPCC Helpline	N/A	Call: 0808 800 5000 Email help@NSPCC.org.uk .
Police	N/A	Emergency 999, non-emergency 101
Channel Helpline	N/A	020 7340 7264

Escalation of Concerns and Professional Disagreements about Decisions, including Convening an ICPC [4.5.3 Escalation of Concerns and Professional Disagreements about Decisions, including Convening an ICPC \(proceduresonline.com\)](#)

- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the “2018 Childcare Disqualification Regulations”) and [Childcare Act 2006](#), which set out who is disqualified from working with children.
- This policy also meets requirements relating to safeguarding and welfare in the [statutory framework for the Early Years Foundation Stage](#)

ROLE OF THE DESIGNATED SAFEGUARDING LEAD

At York House School, the DSL will normally work in conjunction with the SLT. (There are two exceptions to this. The DSL is empowered to act independently if an allegation is made against one of the SLT. Similarly, a deputy DSL will act independently if an allegation is made against the DSL.)

The Governing body ensures that the school has designated an appropriate senior member of staff to take lead responsibility for child protection. This person has the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

The DSL must be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program.

The broad areas of responsibility for the designated safeguarding lead are:

Be alert to the specific needs of children in need, those with special educational needs and young carers:

- Be able to keep detailed, accurate, secure written records of concerns and referrals
- 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 the school or college may put in place to protect them

- Take responsibility for online safety. This important role will be carried out in conjunction with the Head of Computing.

The designated safeguarding lead should receive appropriate training carried out every two years in order to:

- 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. This support for children of all ages should improve a families' resilience and outcomes or reduces the chance of the problem getting worse.
- 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 the school's child protection policy and procedures, especially new staff
- All staff must be trained in child protection regularly, in line with advice from the government.
- All staff, including temporary staff and volunteers, must be provided with induction training that includes
 - Safeguarding / child protection policy
 - On-line safety
 - School policy – role and identity of DSL and deputies
 - KCSIE part one (all staff)
 - Pupil behaviour policy
 - Safeguarding response to children who go missing from education
 - the staff code of conduct/behaviour policy/whistle-blowing/IT use/ Relationships and Communication with pupils including social media;
 - Information about FGM
 - Historical allegations
 - Incoming and existing staff must also read and understand Annex A

Arrangements for reviewing policies and procedures

A review of the school's child protection policies takes place annually, including an update and review of procedures and their implementation. DSL works with the governors on this. Governors also ensure that the school contributes to interagency working in line with *Working Together to Safeguard Children 2018* through effective implementation of the child protection policy and procedures and effective communication and good cooperation with local agencies

Raising awareness

The designated safeguarding lead should ensure the school policies are known and used appropriately:

- Where children leave the school ensure their child protection file is copied for any new school or college as soon as possible but transferred separately from the main pupil file
Ensure all staff including part time, contractors, volunteers and supply staff has access to, and understands the school or college's child protection policy and procedures, especially new and part-time staff
- Work with the governing bodies or proprietors to ensure that the school's or college's child protection policy is reviewed annually, and the procedures and implementation are updated

and reviewed regularly.

- Ensure the safeguarding and child protection policy is available publicly and that family member/carers know that referrals about suspected abuse or neglect may be made and the role of the school/college in this.
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff. The DSL/DDSL should have details of the child's social worker and the name of the virtual school's head in the authority that looks after the child.

ROLE OF THE STAFF

All staff (everybody working in the school) **will be required to:**

- Read Part One and Annex B of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), and review this guidance at least annually.
- Sign a declaration at the beginning of each academic year to say that they have reviewed the above guidance and understand their role.
- Reinforce the importance of online safety when communicating with parents and carers. This includes making parents and carers aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)
- Create a culture for pupils who are LGBTQ+ to speak out and share their concerns.

The DSL and their deputies are most likely to have a complete safeguarding picture and will be the most appropriate individuals to advise on any safeguarding concerns.

Staff should only involve those who need to be involved when a child tells them he/she is being abused or neglected, or suspects abuse or neglect.

NB: The responsibility is on staff to, 'provide help and support to meet the needs of children as soon as problems emerge'. And that should be, 'whether that is within or outside the home, including online'. (KCSiE 2024)

Staff should also be aware of various other types of more specific abuse such as:

- cyberbullying – that is bullying through the internet, phone or other electronic devices
- children who have unexplained and/or persistent absences from education – that is children who have missed more than two weeks of education (see Attendance Policy for further information)
- child missing from home or care – that is children who run away from their home
- child sexual exploitation (CSE) - Child sexual exploitation is a form of child abuse which involves children and young people (male and female, of a range of ethnic origins and ages, in some cases as young as 10) receiving something in exchange for sexual activity
- domestic violence - 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
- drugs - managing drugs and other drug-related incidents
- fabricated or induced illness - fabrication of signs and symptoms
 - This may include fabrication of past medical history

- Fabrication of signs and symptoms and falsification of hospital charts and records, and specimens of bodily fluids. This may also include falsification of letters and documents
- induction of illness by a variety of means
- faith abuse - child abuse arising from religion or superstition
- Female genital mutilation (FGM) - FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this.
- forced marriage - A forced marriage is where one or both people do not (or in cases of people with learning disabilities, cannot) consent to the marriage and pressure or abuse is used
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- hate – hate crimes such as radicalisation
- mental health – unmet mental health needs
- missing children and adults - vulnerable people who go missing
- private fostering – and the affect it could have on children
- radicalisation and the vulnerability of certain pupils
- relationship abuse – for those who are in a relationship and suffer abuse
- sexting – rude or sexually explicit messages through mobile phone messaging services
- trafficking – children who may have been subject to trafficking
- Up-skirting – taking a picture under a person’s clothing without them knowing, with the intention of viewing genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Serious crime – children who are at risk from, or involved in serious crime activities.

RSHE Policy Update (2025)

1. Online Misogyny and Harmful Influences

Focus: Address misogynistic content, incel culture, and harmful online ideologies.

Goal: Promote positive male role models, enhance mental health resilience, and develop critical thinking to challenge harmful online narratives.

2. Legal Education on Sexual Offenses

New Content: Teach that strangulation is a criminal offense, even without visible injuries.

Purpose: Raise awareness of the legal implications of harmful behaviours and promote respectful relationships.

3. Gender Identity and Biological Sex Education

Approach: Present biological sex and gender reassignment as legal terms without endorsing a specific viewpoint.

Flexibility: Schools may introduce sex education in Years 5 and 6 with an emphasis on scientific understanding.

4. Mental Health and Suicide Prevention

Curriculum: Include suicide prevention education and mental health resilience in secondary schools.

Goal: Develop self-worth and equip students to identify and address mental health challenges.

5. Parental Engagement and Curriculum Transparency

Parental Rights: Parents have the right to view RSHE materials and be consulted on the curriculum.

Goal: Ensure transparency and respect for diverse family structures.

Next Steps for Schools by Sept 2026:

Review the RSHE curriculum to align with the new guidance, changes

Provide staff training on sensitive topics like gender identity, mental health, and suicide prevention.

Consult parents about upcoming changes and gather feedback.

Update RSHE policies to ensure compliance with statutory requirements.

SUPPORT FOR STAFF

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

EARLY YEARS FOUNDATION STAGE (EYFS)

This policy applies to EYFS. With special regard to EYFS there is a separate mobile phone policy which states that:

'Staff and visitor Mobile phones are not to be used in the EY department at any time.

All mobile telephones are locked away in a secure cupboard. If any member of the EY Team is seen to be accessing their telephone at any time, this will be reported to the Head immediately.

Visitors to the EY Department will not be permitted to use their mobile telephones during their time in the EY Department.'

The school recognises the need to inform Ofsted of allegations against people living or working at the premises, or any other abuse alleged to have taken place on the premises – as soon as practicable and within 14 days at latest.

EYFS staff phones are kept secure in their area. For further details please see the school's Mobile Phone policy. If there are safeguarding concerns about a member of staff and the use of a mobile phone then this concern should be reported to the Head, or in his absence, another member of the DSL team, within 24 hours.

THE MANAGEMENT OF SAFEGUARDING

The governing body and Headmaster ensure that they comply with their duties under legislation. They have regard to KCSiE to ensure that the policies, procedures and training at York House School are always effective and comply with the law.

The school regularly updates family member/carers, pupils and staff on issues such as: e-safety and cyberbullying through the newsletter, assemblies, staff meetings which are minuted.

Governors consider how children may be taught about safeguarding, including online, through the curriculum and PSHCE. Particular attention is paid to school practices to help children to adjust their behaviours in order to reduce risks, including the safe use of electronic equipment and access to the internet.

Governors also ensure that staff have the skills, knowledge and understanding necessary to keep safe children who are looked after by a local authority. This includes:

- ensuring that staff have up to date assessment information from the relevant local authority,
- the most recent care plan and contact arrangements with family member/carers, and delegated authority to carers
- information available to the designated person

Safeguarding and Child protection is a standing agenda item at all governors' meetings and is suitably minuted.

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

The governor for child protection and safeguarding is:

NAME: Mrs Nazeera Moola: she can be reached via the school office on, 01923 772395 or Yhsoffice@york-house.com

- The governor for child protection and the DSL, undertake at least one annual review of the school's child protection policy and procedures. In the Summer Term they present the Safeguarding Annual Report to all the governors indicating the activity that has been undertaken in these areas. Governors will themselves read the Policy and Annual Report and comment / ask questions for clarification as needed. This report includes high level information about any safeguarding incidents through the year.
- The head master will ensure that the policies and procedures, adopted by their governing body (particularly those concerning referrals of cases of suspected exploitation, abuse and neglect), are understood and followed by staff.
- The governing body is aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements
- According to the Equality Act, here at York House School adhere to not unlawfully discriminate against pupils because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity, or sexual orientation (protected characteristics).

MULTI-AGENCY WORKING

- At York House School we ensure we contribute to multi-agency working in line with statutory guidance Working Together to Safeguard Children.
- Safeguarding partners, the Hertfordshire Safeguarding Children Partnership (HSCP) are the 3 organisations responsible for the partnership arrangements for keeping children safe (Hertfordshire County Council, Hertfordshire Constabulary and The Hertfordshire and West Essex Integrated Board) will make arrangements to work together with appropriate relevant agencies, of which Schools and College are, to safeguard and promote the welfare of local children, including identifying and responding to their needs.
- HSCP create a procedures manual which sets out how they will work together and with any relevant agencies.
- Working Together to Safeguard Children is very clear that all schools (including those in multi-academy trusts) and colleges in the local area should be fully engaged, involved, and included in safeguarding arrangements. It is expected that, locally, the safeguarding partners (HSCP) will name schools and colleges as relevant agencies. Safeguarding partners (HSCP) will set out in their published arrangements which organisations and agencies they will be working with, and the expectations placed on any agencies and organisations by the arrangements. Once named as a relevant agency, schools, and colleges, in the same way as other relevant agencies, are under a statutory duty to co-operate with the published arrangements. They must act in accordance with the safeguarding arrangements.

- At York House we understand our role within the local safeguarding arrangements. Our Governing body, Safeguarding Team and SLT, are aware of the arrangements.
- We understand the local criteria for action and the local protocol for assessment and ensure they are reflected in our own policies and procedures. They should also be prepared to supply information as requested by the safeguarding partners.
- We adhere to working with local authority children's social care, the police, health services and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans.
 - Triggers for early help can be:
 - Missing to include education, home and care
 - Where students have, 'experienced multiple suspensions' this behaviour should also be viewed through the safeguarding lens
- We allow access for local authority children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 4.

RECOGNISING CHILD ABUSE

Every person who has contact with children, either caring for or working with them, should be able to recognise and know how to respond should they become concerned or aware that a child is, or may be, at risk of suffering abuse or neglect.

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

Staff should recognise possible indicators of abuse or neglect, or situations where a child requires extra support to prevent significant impairment to his or her health or development. Staff should also recognise the vulnerability of children with SEND as well as those children who see, hear and experience the effects of domestic abuse.

Children tend to respond in a non-specific way to specific stresses and show these in their behaviour, although older children can be very adept at hiding their distress. Children from different cultural backgrounds may show their distress in different ways and specialist advice may be needed to understand how race and culture influence children's behaviour. It would not be possible to list every indicator connected with abuse. It is important not to react to these indicators alone as some could be attributed to other events in a child's life, not just abuse.

The school recognises electronic communication as a potential safeguarding issue and has taken steps to inform, pupils, family member/carers and staff alike (events in the calendar) on a regular basis. It also recognises that peer abuse could be a potential safeguarding issue.

WHEN TO BE CONCERNED

All staff should be aware of indicators of exploitation, abuse and neglect (see below), understanding that children can be at risk of harm inside and outside of the school/college, inside and outside of home

and online. Exercising professional curiosity and knowing what to look for is vital for the early identification of exploitation, abuse and neglect so that staff are able to identify cases of children who may be in need of help or protection.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology maybe used to facilitate offline abuse. Children maybe abused by an adult or adults or by another child or children. For example information for schools and colleges can be found on the [TES](#), and the [NSPCC](#) websites. School and college staff can access government guidance as required on the issues listed below via GOV.UK and other government websites

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 family member/carer or carer fabricates the symptoms of, or deliberately induces, illness in a child.	
Child	
Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact
Bite-marks – site and size Burns and Scalds – shape, definition, size, depth, scars	Aggression towards others, emotional and behaviour problems
Improbable, conflicting explanations for injuries or unexplained injuries	Frequently absent from school
Untreated injuries	Admission of punishment which appears excessive
Injuries on parts of body where accidental injury is unlikely	Fractures
Repeated or multiple injuries	Fabricated or induced illness -
Family member/carer	Family/environment
Family member/carer with injuries	History of mental health, alcohol or drug misuse or domestic violence.
Evasive or aggressive towards child or others	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Explanation inconsistent with injury	Marginalised or isolated by the community.
Fear of medical help / family member/carers not seeking medical help	Physical or sexual assault or a culture of physical chastisement.

Over chastisement of child	
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Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Child	
Self-harm	Over-reaction to mistakes / Inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a 'loner' Frozen watchfulness particularly pre school
Developmental delay	Depression
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour
Family member/carer	Family/environment
Observed to be aggressive towards child or others	Marginalised or isolated by the community.
Intensely involved with their children, never allowing anyone else to undertake their child's care.	History of mental health, alcohol or drug misuse or domestic violence.
Previous domestic violence	History of unexplained death, illness or multiple surgery in family member/carers and/or siblings of the family
History of abuse or mental health problems	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or

	sexual assault
Mental health, drug or alcohol difficulties	Wider family member/carering difficulties
Cold and unresponsive to the child's emotional needs	Physical or sexual assault or a culture of physical chastisement.
Overly critical of the child	Lack of support from family or social network.

Neglect

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

Child

Failure to thrive - underweight, small stature	Low self-esteem
Dirty and unkempt condition	Inadequate social skills and poor socialisation
Inadequately clothed	Frequent lateness or non-attendance at school
Dry sparse hair	Abnormal voracious appetite at school or nursery
Untreated medical problems	Self-harming behaviour
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Constant tiredness
Swollen limbs with sores that are slow to heal, usually associated with cold injury	Disturbed peer relationships
Family member/carer	Family/environment
Failure to meet the child's basic essential needs including health needs	Marginalised or isolated by the community.
Leaving a child alone	History of mental health, alcohol or drug misuse or domestic violence.
Failure to provide adequate caretakers	History of unexplained death, illness or multiple surgery in family member/carers and/or siblings of the family
Keeping an unhygienic dangerous or hazardous home environment	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault

Unkempt presentation	Lack of opportunities for child to play and learn
Unable to meet child's emotional needs	Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
Mental health, alcohol or drug difficulties	

Sexual abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child on child abuse) in education and all staff should be aware of it and of their school policy and procedures for dealing with it.

Child

Self-harm, eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Running away from home	Inappropriate sexualised conduct
Reluctant to undress for PE	Withdrawal, isolation or excessive worrying
Pregnancy	Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
Inexplicable changes in behaviour, such as becoming aggressive or withdrawn	Poor attention / concentration (world of their own)
Pain, bleeding, bruising or itching in genital and /or anal area	Sudden changes in school work habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	
Family member/carer	Family/environment
History of sexual abuse	Marginalised or isolated by the community.
Excessively interested in the child.	History of mental health, alcohol or drug misuse or domestic violence.
Family member/carer displays inappropriate behaviour towards the child or other children	History of unexplained death, illness or multiple surgery in family member/carers and/or siblings of the family

Conviction for sexual offences	Past history in the care of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
Comments made by the family member about the child.	Grooming behaviour
Lack of sexual boundaries	Physical or sexual assault or a culture of physical chastisement.

DOMESTIC ABUSE

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. Domestic abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

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

CHILD-ON-CHILD ABUSE

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

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

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

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

- Bullying (including cyberbullying, prejudice-based and discriminatory bullying).
- abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm. (This may include an online element which facilitates, threatens and/or encourages physical abuse)
- Sexual violence, such as rape, assault by penetration and sexual assault. (this may include an online element which facilitates, threatens and/or encourages sexual violence)
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse.

- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- consensual and non-consensual sharing of nude and semi-nude images and/or videos¹¹ (also known as sexting or youth produced sexual imagery)
- up-skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- Initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

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

- Provide a developmentally appropriate PSHE and RSE curriculum which develops pupils' understanding of acceptable behaviour and keeping themselves safe. See PHSE/RHSE curriculum plans and policy.
- Have systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued. Children have freedom to discuss this with their form tutors using a worry box or a discussion, the PLT are then involved along with the DSL/DDSL, Head of Learning Support and Matron, if needed.
- Ensure victims, perpetrators and any other child affected by child-on-child abuse will be supported
- Develops robust risk assessments where appropriate.
- Have relevant policies in place (e.g. behaviour policy).

Where there is an allegation or concern that a child has abused others, Section 5.1.7 of the Hertfordshire Safeguarding Children Partnership Procedures Manual, 'Children Who Abuse Others': http://hertsscb.proceduresonline.com/chapters/p_chil_abuse.html

CHILD-ON-CHILD SEXUAL VIOLENCE AND SEXUAL HARASSMENT

- When responding to concerns relating to child-on-child sexual violence or harassment, School/College will follow the guidance outlined in Part five of KCSIE 2022.
- School/College recognises that sexual violence and sexual abuse can happen anywhere, and all staff will maintain an attitude of 'it could happen here.' We recognises sexual violence and sexual harassment can occur between two children of any age and sex. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children and can occur online and face to face (both physically and verbally). Sexual violence and sexual harassment is never acceptable.
- All victims of sexual violence or sexual harassment will be reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. A victim will never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment, or ever be made to feel ashamed for making a report.
- Abuse that occurs online or outside of the school/college will not be dismissed or downplayed and will be treated equally seriously and in line with relevant policies/procedures.
- School/College recognises that the law is in place to protect children and young people rather than criminalise them, and this will be explained in such a way to pupils/students that avoids

alarming or distressing them.

- School/College recognises that an initial disclosure to a trusted adult may only be the first incident reported, rather than representative of a singular incident and that trauma can impact memory, so children may not be able to recall all details or timeline of abuse. All staff will be aware certain children may face additional barriers to telling someone, for example because of their vulnerability, disability, sex, ethnicity, and/or sexual orientation
- The DSL (or DDSL) is likely to have a complete safeguarding picture and will be the most appropriate person to advise on the initial response.
- The DSL will make an immediate risk and needs assessment which will be considered on a case-by-case basis which explores how best to support and protect the victim and the alleged perpetrator, and any other children involved/impacted, in line with part five of KCSIE 2022 and HSCP procedures.
- The risk and needs assessment will be recorded and kept under review and will consider the victim (especially their protection and support), the alleged perpetrator, and all other children, and staff and any actions that are required to protect them.
- Reports will initially be managed internally by the school/college and where necessary will be referred to Children's Services and/or the police.

Important considerations which may influence this decision include:

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

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

SERIOUS VIOLENCE

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

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or significant change in wellbeing

- Signs of assault or unexplained injuries
- Unexplained gifts/new possessions

CHILD SEXUAL EXPLOITATION (CSE) and CHILD CRIMINAL EXPLOITATION (CCE)

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

DEALING WITH A DISCLOSURE

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

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

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely
- Reassure the child, but not make promises which might not be possible to keep
- Never promise a child that they will not tell anyone - as this may ultimately not be in the best interests of the child.
- Reassure him or her that what has happened is not his or her fault
- Stress that it was the right thing to tell
- Listen, only asking questions when necessary to clarify what is being said.
- Not criticise the alleged perpetrator
- Explain what has to be done next and who has to be told
- Make a written record (see Record Keeping)
- Pass the information to the DSL without delay (if a DSL or DDSL is not available, staff must inform a senior member of staff or complete a child protection contact referral if this disclosure indicates that the child may be at risk of immediate harm and/or have been suffered significant harm to ensure reporting to Police and/or Children's Services where necessary is not delayed)

RECORD KEEPING

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

The DSL must be able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program.

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

- Record as soon as possible after the conversation. Using CPOMS.
- Ensure the date, time, place is recorded, and any noticeable non-verbal behaviour and the words used by the child.
- Use the body map on CPOMS body map to indicate the position of any injuries and a clear description of the injury.
- Record statements and observations rather than interpretations or assumptions.
- Do not destroy the original records in case they are needed by a court.
- All records need to be given to the DSL promptly. No copies should be retained by the member of staff or volunteer.
- Once the incident is logged onto CPOMS, staff should discuss it any further.

The DSL/DDSL will have access to safeguarding records and will ensure that all records are managed in accordance with the Education (Pupil Information) (England) Regulations 2006.

KCSIE now also incorporates the obligation to preserve records which contain information about allegations of sexual abuse for the term under IICSA. All other records of allegations are to be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.

THIRD PARTY DISCLOSURES

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

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

REPORTING CONCERNS:

- Any concerns must be reported to and recorded via CPOMS; if you have a grave concern about a child, you should seek to discuss the concern with one of the safeguarding team as well as record it.
- The DSL will make sufficient enquiries only to establish that there is a cause for concern.

- The DSL will then follow the Hertfordshire Area Child Protection Committee procedure and will notify the designated member of the Board of Governors and the Head.
- In situations where the concerns are very unspecific, the DSL will take and follow the advice of the local safeguarding children board whose contact details may be found below.

Herts: Hertfordshire Safeguarding Children Partnership Team
 Room 152
 Postal point CHO 116
 County Hall
 Hertford
 Hertfordshire
 SG13 3DQ
 Telephone: 01992 588 757
 Email: admin.hscp@hertfordshire.gov.uk

- If Child is at risk of immediate harm call 999. In a non-emergency the police should be contacted on tel. no: 101
- Social Care feeds back to referrer. If EHA recommended, social care to contact EHA Administrator giving contact details of child and person undertaking the EHA
- If EHA (early help assessment) is recommended, the Designated Person must ensure the Practitioner/Worker contacts EHA Administrator is contacted with the intention to undertake a EHA on:

Tel: 01438 737511
 Fax: 01438737355
 Address: Client Services
 PO Box 153
 Stevenage
 Hertfordshire
 SG1 2GH

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

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

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

Options will then include:

- All staff managing any support for the child internally via our school safeguarding procedures.
- The DSL completing a Families First Assessment or a Request for Support referral.
- A Child Protection Contact Referral for statutory services, for example as the child might be in need, is in need or suffering or likely to suffer significant harm from abuse or neglect.

EXTRA FAMILIAL HARM (FORMERLY CONTEXTUAL SAFEGUARDING)

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the DSLs and

their Deputies will consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

A CHILD CENTRED AND COORDINATED APPROACH TO SAFEGUARDING

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

CHILDREN WHO MAY REQUIRE EARLY HELP, KNOWN AS FAMILIES FIRST IN HERTFORDSHIRE

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

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

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

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

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

ONLINE SAFETY

KCSIE 2025 expands online safety from just blocking harmful sites to preparing children (and staff) to navigate misinformation, AI risks, and evolving digital threats

- The "4 Cs" framework (content, contact, conduct, commerce) has been updated.
- Under Content, risks now explicitly include:
 - Misinformation
 - Disinformation (fake news)
 - Conspiracy theories
- Two new DfE resources are referenced:

- Plan technology for your school → guidance to help schools assess their filtering and monitoring systems.
- Generative AI: product safety expectations → advice on safe use of AI tools in schools and awareness of AI-related risks.

Why It Matters:

- Children are increasingly exposed to false information online that can shape beliefs, influence behaviour, and even draw them into extremist or harmful groups.
- By including fake news and conspiracy theories, KCSIE now formally recognises these as safeguarding risks – not just educational challenges.
- The addition of AI safety guidance reflects the rise of tools like ChatGPT, deepfakes, and generative media, which can be misused.
- Schools are expected to:
 - Strengthen digital resilience education (help pupils recognise and challenge false/misleading content).
 - Ensure filtering and monitoring systems are up to standard.
 - Have policies on AI use in place.

ALTERNATIVE PROVISION (AP)

schools can't just "place and forget." They must actively check, record, and review AP arrangements to keep children safe.

- Written confirmation required – Schools must obtain written evidence from the AP provider that all relevant safeguarding checks (e.g., DBS, safer recruitment) have been completed for staff working with pupils.
- Keep records – Schools must record the address of each site where a child is accessing AP. This helps ensure proper oversight and accountability.
- Regular reviews – Placements must be reviewed at least once per half-term.
- Right to terminate – Schools can end placements if safeguarding concerns arise, ensuring child safety remains paramount.

Why it matters

- Ensures schools remain responsible for safeguarding, even when a child is educated off-site.
- Provides a clear audit trail of checks, visits, and reviews.
- Reduces risk of children "falling through the cracks" when placed in external provision.

INDUCTION OF NEW STAFF

As part of new staff induction we will cover below:

- Our school's safeguarding arrangements and systems are explained and thereafter reviewed with staff at least annually.
- All new staff/ volunteers are given copies of our school's CP policy and Part One KCSiE (or Annex A, if non-teaching staff) and are essentially these are the key guidance provided are informed of our systems which support safeguarding, including this policy, as part of their induction
- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring (all staff members will receive refresher training as required at least once each academic year)
- Staff will be expected to undertake the minimum safeguarding training. We want reassurance for our children and families that all staff are aware of systems within our school, and have the skills and knowledge to follow our schools procedures.
- Staff will also be expected to read:

- Child Protection Policy - which should amongst other things include the policy and procedures to deal with child-on-child abuse
- Behaviour Policy - which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying
- Staff Behaviour Policy (sometimes called a code of conduct) - which should amongst other things include low-level concerns, allegations against staff and whistleblowing
- Safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods and
- Role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies)

REPORTING STAFF BEHAVIOUR

An allegation is any information which indicates that a member of staff/volunteer may have:

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

This relates to members of staff, supply staff and volunteers who are currently working in any school or college regardless of whether the school or college is where the alleged abuse took place. Allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

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

- If staff have safeguarding concerns, or an allegation is made about another member of staff (including supply staff and volunteers) posing a risk of harm to children, this is to be referred to the Head. If the Head is not available, this should go to the Deputy Head.
- Where the Head is the subject of an allegation, the chair of governors, or the chair of the management committee or proprietor of an independent school (the case manager), should discuss the allegation immediately with the Local Authority Designated Officer(s) LADO.
- Where a teacher's employer, including an agency, dismisses or ceases to use the 39 Section 35 of the Safeguarding Vulnerable Groups Act 2006. 40 Section 38 of the Safeguarding Vulnerable Groups Act 2006. 39 services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, they must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency). Details about how to make a referral to the Teaching Regulation Agency can be found on [Gov.uk](https://www.gov.uk)

Upon receipt of the information, the Headteacher/Chair of Governors will review whether the allegation/concern meets the LADO threshold giving consideration to our staff code of conduct, and managing allegations policy. If necessary, they will compete a LADO referral within one working day.

If after reviewing the guidance and procedures, the Headteacher/Chair of Governors considers that the matter does not meet the LADO threshold they may consider that it can be dealt with in line with the school's complaints or Low Level Concerns policy.

If deemed a low level concern the DSL/DH will investigate on instruction from the Head

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

The Chair of Governors in this school is:

NAME: Helen Regan

CONTACT NUMBER VA SCHOOL OFFICE: 01923 772395 or Yhsoffice@york-house.com

In the absence of the Chair of Governors, the Vice Chair should be contacted. The Vice Chair in this school is:

NAME: Justin Cawthorne

CONTACT NUMBER VA SCHOOL OFFICE: 01923 772395 or Yhsoffice@york-house.com

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

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

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

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

Children's Services – 03001234043

SOOHS (Out of Hours Service-Children's Services) – 03001234043

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

If it is decided that the allegation requires a child protection strategy meeting or joint evaluation meeting, this will take place in accordance with section 4.1 of the Hertfordshire Safeguarding Children Partnership Procedures Manual.

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

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

Please note that is a requirement that the school must inform Ofsted (not ISI, although ISI can be copied in) where they are satisfied that a person working in a relevant setting falls within one of the disqualification criteria. EG: the name and details of anyone about whom it has been deemed by the school is not suitable to work with children, and whose services in that regard are terminated, whether they were employed, contracted, a volunteer or a student, a teacher from an agency, resignation or any other circumstance.

Staff behaviour policy

The school has a separate staff behaviour policy/code of conduct, in it the term reasonable force is discussed. Reasonable force: 'reasonable' means 'using no more force than is needed' and that the use of force may involve passive physical contact or active physical contact. The guide states that 'no-contact' policies leave staff unable to protect pupils and encourages schools to adopt sensible policies that allow and support staff to make appropriate physical contact. When considering the use of reasonable force towards children with SEND or medical conditions, the risks should be carefully considered. Individual behaviour plans and other forms of proactive behaviour support can reduce the need for reasonable force.

Allegations against staff in organisations or individuals using school premises: the school will report any allegations in relation to agencies/ its staff using their premises. A 'Transfer of control agreement' is in place for the school's safeguarding arrangements for any parties using your school premises for non-school activities

CONFIDENTIALITY

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools.

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

OPERATION ENCOMPASS

Our school is part of Operation Encompass. This is a police and education early intervention safeguarding partnership which supports children and young people who experience Domestic Abuse.

Operation Encompass means that the police will share information about Domestic Abuse incidents with our school PRIOR to the start of the next school day when they have been called to a domestic incident.

Once a Key Adult (DSL) has attended at an Operation Encompass briefing they will cascade the principles of Operation Encompass to all DDSL's.

Our family member/carers are fully aware that we are an Operation Encompass school.

The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information.

The Key Adult has also led training for all school staff and Governors about Operation Encompass, the prevalence of Domestic Abuse and the impact of this abuse on children.

We have also discussed how we can support our children following the Operation Encompass notification.

We are aware that we must do nothing that puts the children or the non-abusing adult at risk. The Safeguarding Governor will report on Operation Encompass in the termly report to Governors. All information is anonymised for these reports.

The Key Adult has used the Operation Encompass Toolkit to ensure that all appropriate actions have been taken by the school.

Virtual School Heads

These updates are about clarifying responsibilities for supporting vulnerable children's education.

- Virtual School Heads (VSHs) now have a clarified non-statutory responsibility to promote the educational achievement of children in kinship care (e.g., children living with relatives or guardians rather than foster care).
- This does not create new statutory duties, but reinforces their role in supporting vulnerable children's education.

Why It Matters

- VSH clarification: Schools and local authorities have clearer expectations for oversight of children in kinship care, helping ensure these children's educational outcomes are monitored and supported.

RECRUITMENT

In recruiting staff to work at the school in any capacity the following will be observed:

- All staff are/must be DBS checked with the appropriate level, normally an enhanced disclosure.
- Written references will be sought, including the opinion of the referees as to whether the employee is suitable for work with children.
- The school requires training in child protection for the head and all staff, and indicates that temporary and voluntary staff who work with children are to be made aware of the arrangements.
- Any staff involved in recruitment must operate safe recruitment procedures and have attended a safer recruitment course. The Headmaster and various members of the SLT have recent training on Safer Recruitment, as have several governors.
- **Online pre-recruitment checks for shortlisted candidates:** candidates must be informed of this prior to the check being completed.
- Please refer to the school's Safer Recruitment Policy.

Safer Recruitment

Schools must check, verify, and document recruitment processes using current GOV.UK guidance rather than outdated TRA systems, ensuring safer recruitment practices remain robust and legally compliant.

- References to the Teaching Regulation Agency (TRA) Employer Access Service and Employer Secure Access have been removed.
- Schools no longer rely on these systems for pre-employment checks.

2. Updated guidance references

- Schools must now follow the current GOV.UK guidance for safer recruitment.

- Updated links also include references to the Information Commissioner's Employment Practices Code, where relevant.

Why It Matters

- Ensures schools are using current, statutory-compliant procedures when hiring staff.
- Reduces confusion about outdated systems that are no longer functional.
- Keeps safer recruitment aligned with legal and statutory requirements, maintaining child protection standards.

Signed by  Headmaster

Signed by  Chair of Governors

Signed by:  DSL Date: 3.09.25

Please see Policy Review Matrix for next review date

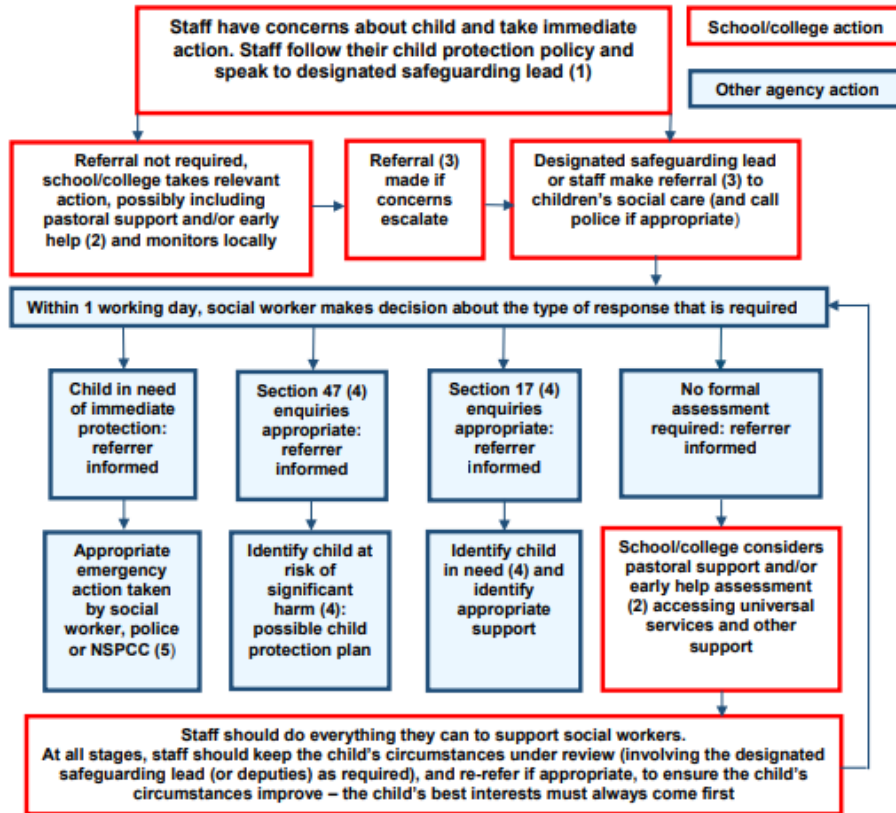
Guidance for staff or family member/carers helping with children: advice on preventing child abuse, and avoiding possible accusations and misunderstandings

There is no exhaustive set of hard and fast rules. Common sense must prevail.

However, colleagues are advised to follow the following guidelines to avoid confusion:

1. All adults dealing with children on trips must have an enhanced DBS disclosure.
 2. A clear record means the person concerned has had no *previous* convictions. Good practice requires careful observation of adult interaction with children.
 3. Staff should avoid being isolated with a child, in a class room, car, or hotel room. If this is unavoidable (a child is sick and you have to act) make sure other colleagues are briefed and leave the door open. In the case of one-to-one SEND, music or sports tuition or other one-to-one situations; this should always be carried out in the designated areas whereby it is possible to view from outside what is happening in the room.
 4. Staff do not go into opposite gender WC areas or changing rooms, but monitor within a safe distance.
 5. For everyone's safety, there should be two staff always present when younger pupils require assistance with changing and toileting.
 6. Ensure a good gender balance on residential trips and outings.
 7. Be aware of contact from strangers, such as hotel or service station staff and even such as medical staff, emergency services or ministers of religion. Never assume a stranger is trustworthy.
-
1. Family member/carers on residential trips should receive guidance before and during the outing.
 2. If in doubt about a person or an action, consult with the Headmaster or the DSL.
 3. Staff should not carry a child on his/her own unless prior arrangement has been made from the family member/carer and Head.
 4. In the event of one-to one tuition, staff should first seek permission from the Head. Staff must be aware that the same conditions apply if they were seeing a pupil on a one-to one basis at school

Actions where there are concerns about a child



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

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

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

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

Appendix B

Guidance for staff or family member/carers helping with children: advice on preventing child abuse, and avoiding possible accusations and misunderstandings

There is no exhaustive set of hard and fast rules. Common sense must prevail.

However, colleagues are advised to follow the following guidelines to avoid confusion:

5. All adults dealing with children on trips must have an enhanced DBS disclosure.
6. A clear record means the person concerned has had no *previous* convictions. Good practice requires careful observation of adult interaction with children.
7. Staff should avoid being isolated with a child, in a class room, car, or hotel room. If this is unavoidable (a child is sick and you have to act) make sure other colleagues are briefed and leave the door open. In the case of one-to-one SEND, music or sports tuition or other one-to-one situations; this should always be carried out in the designated areas whereby it is possible to view from outside what is happening in the room.
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Safeguarding at York House School

At our school we:

- Have high-quality leadership and management that makes safeguarding a priority across all aspects of the school.
- Have rigorous safeguarding policies and procedures in place.
- Have child protection arrangements that are accessible to everyone, so that pupils and families, as well as adults in the school, know who they can talk to if they are worried.
- Have robust arrangements for site security, understood and applied by all staff and pupils.
- Have well thought out and workable day-to-day arrangements to protect and promote pupils' health and safety.
- Have rigorous monitoring of absence, with timely and appropriate follow-up, to ensure that pupils attend regularly.
- Have courteous and responsible pupils, enabling everyone to feel secure and well-protected.

Safeguarding is EVERYONE's responsibility.

How to support a pupil with a disclosure

1. Recognise: Notice changes

- You know the pupils in your care better than most.
- You are in the best position to notice when something does not feel right.
- Be aware of shifts in mood, behaviour, attendance, appearance or work.
 - Be alert to signs of abuse.

2. Receive: Stay calm and be an active listener

- Give the child your full attention and time in a safe space.
- Use open body language - avoid shock, disbelief, or judgment.
 - Don't interrupt or ask leading questions.
- Use simple prompts: "Tell me what happened," "Is there anything else?"

3. Reassure: Support them

- Thank them for telling you and validate their emotions.
 - Say you will share this with the DSL to help keep them safe.
 - Do NOT promise to keep it secret.

4. Remember: Keep it child centred

- Don't ask them to repeat unnecessarily.
- Don't examine injuries or investigate.
- End the conversation in a supportive and age-appropriate way: "Thank you for telling me, that was brave", "You've done nothing wrong by telling me this", "Now let's go and join the others for Maths."

5. Record & Report: ACT immediately & log on CPOMS straight away

- Use exact words the child used.
- Be factual, avoid personal opinions.
- Add to body map if physical marks are disclosed/visible.
 - Flag the safeguarding team on CPOMS.
- Speak directly to the DSL/deputy if urgent or serious. Follow emergency procedures (eg. Call 999/ social care.)

6. Reflect: Confidentiality

- Never discuss with other staff or pupils.
- Trust the process. Your job is to report and the team will piece it all together.
- The DSL may keep you informed so that you can continue to support the child although this will only be on a need-to-know basis.

If in doubt, log it on CPOMS.

