



## Safeguarding (Child Protection) Policy

### Useful Contact Details

**Vernon Hales – 07921 815938. [v.hales@aldwickbury.org.uk](mailto:v.hales@aldwickbury.org.uk)**

**Chris Schanschieff – 07871 033707 [c.schanschieff@aldwickbury.org.uk](mailto:c.schanschieff@aldwickbury.org.uk)**

**Anja Latimer – 07720 086718 [a.latimer@aldwickbury.org.uk](mailto:a.latimer@aldwickbury.org.uk)**

**Stuart Westley 07921 568187**

**Child at Immediate Risk & referral – 0300 123 4043**

**Referral from –**

**[www.thegrid.org.uk/info/welfare/child\\_protection/referral/form.shtml](http://www.thegrid.org.uk/info/welfare/child_protection/referral/form.shtml)**

**CPSLO general enquiry 01992 555980**

**Contact: Paula Hayden CPSLO 01992 556710**

**Frazer Smith CPSLO Team manager – 01992 588168**

**LADO contact: Tony Purvis 01992555420**

**Prevent concerns advice 01707-354556.**

**Families First (St Albans) – Jackie Green – 01438 844191**

**Families First (Helpdesk) – 01438 737575**

**Mental Health Well-Being advice – 01992 588574**

**Mental Health Well-Being referral – 0300 7770707**

### Introduction

Safeguarding is defined as the process of protecting children from abuse or neglect, preventing impairment of their health and development, and ensuring they are growing up in circumstances consistent with the provision of safe and effective care that enables children to have optimum life chances and enter adulthood successfully.

A further aim of safeguarding is to identify adults who are abusing or who are at risk of abusing children. Abuse is a violation of an individual's human and civil rights by any other person or persons. Abuse may consist of single or repeated acts. It may be physical, verbal or psychological, it may be an act of neglect or an omission to act, or it may occur when a vulnerable person is persuaded to enter into a financial or sexual transaction to which he or she has not consented, or cannot consent. Abuse can occur in any relationship and may result in significant harm, or exploitation of, the person subjected to it.

Aldwickbury School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. All boys should feel safe and protected from harm whether it occurs through abuse, neglect, accident, injury or bullying. It is also recognised that all staff should be alert to the signs of abuse and neglect, and know to whom they should report concerns or suspicions. The above is achieved by:

- Prevention through the teaching and pastoral support offered to boys
- Procedures for identifying and reporting cases, or suspected cases, of abuse whether it should come from outside or within the school

- Support to, and monitoring of boys, who have been abused.

This policy applies to all teaching and support staff, Governors and volunteers working in the school. Ancillary staff, administrative staff, other boys, as well as teachers, can be the first point of disclosure for a child. It is designed to protect all boys at Aldwickbury, including those in EYFS for whom the lead practitioner is also one of the Deputy Designated Safeguarding Leads. This policy is also relevant to all those staff and boys involved in boarding at Aldwickbury.

This Child Protection Policy forms part of a suite of documents and policies which relate to the safeguarding responsibilities of the school and should be read in conjunction with the relevant documentation, including the school's recruitment procedures and Staff Code of Conduct which can be found in the Staff Handbook or may be provided following a request via the school office.

All professionals working with children should have regular reviews of their own practice and opportunities to discuss any concerns they may have about welfare and safeguarding matters. This should include the personal and professional duty to report welfare and safeguarding concerns to the designated safeguarding lead, or in the absence of action, direct to local children's services.

### Statutory Framework

In order to protect children from harm the school will act in accordance with the following legislation and guidance:

The Children Act 1989

The Children Act 2004

Education Act (2002), section 157

**Hertfordshire Safeguarding Children Board Child Protection Procedures to be found at:**

- [www.thegrid.org.uk/leadership/safeguarding/index.shtml](http://www.thegrid.org.uk/leadership/safeguarding/index.shtml)

Independent School Standards Regulations.

HM Government 'Working Together to Safeguard Children' (March 2015)

Dept for Education: Keeping children safe in education, (Sept 2016)

The Counter Terrorism and Security Act (July 2015) (Prevent duty)

Workshop to Raise Awareness of Prevent paper (HM Government) (July 2015)

Prevent Duty Guidance : For England & Wales (March 2015)

Serious Crime Act (2015) (FGM Act 2003)

Sexual Offences Act (2003)

### **References to other policies**

Safeguarding

Recruitment

Anti-bullying

Cyber-bullying

ICT

Staff Code of Conduct

Safer Recruitment

Missing Pupil Policy

## **Aims of the Policy**

The aims of this policy are:

- To support the child's development in ways that will foster security, confidence and independence
- To raise the awareness of both teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse.
- To provide a systematic means of monitoring children known or thought to be at risk of harm.
- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- To develop and promote effective working relationships with other agencies, especially the Police, Local Authority and Social Care Services.
- To ensure that all adults within our school who have access to children have been checked as to their suitability in accordance with the school's recruitment procedures.

## **Personnel and Responsibilities**

**Designated Safeguarding Lead (DSL): Mr Vernon Hales, Headmaster.**

**Deputy Designated Safeguarding Leads: Mr C.Schanschieff, Deputy Head (Years 3 -8) and Mrs A.Latimer, Head of PrePrep (Years R-2)**

Role of the Designated Safeguarding Lead and Deputies

- Ensure that he/she (and the Deputy DSLs) receive refresher training at two yearly intervals in child protection, supporting children in need, participation in child protection cases conferences, record keeping, promoting a culture of listening to children and inter-agency working to keep his or her knowledge and skills up to date.
- Ensure that all staff who work with children undertake appropriate training (including online safety) to equip them to carry out their responsibilities for child protection effectively, in line with advice from the LSCB and other regulations, and that this is kept up to date by refresher training at regular intervals. The Hertfordshire SCB recommends refreshing training every three years (see Appendix 6).
- Ensure that all adults working in the school are subject to the appropriate pre-appointment checks as required by the most up to date iteration of the regulations. This would include those checks relating to the regulations covering being barred by association on staff involved in the EYFS and boarding.
- Ensure that newly appointed staff, temporary staff and volunteers receive a child protection induction which will include an introduction to the following documents (if a staff member does not have English as a first language then arrangements will be made to read the policies to them:
  - The school's safeguarding policy
  - The school's staff code of conduct

- The identity of the DSL
- A copy of Part 1 of KCSIE (and annex A)
- A copy of the School's policy on searching for a missing pupil
- Ensure that the school operates within the legislative framework and recommended guidance
- Ensure that all staff and volunteers are aware of the Hertfordshire Safeguarding Children Board Child Protection Procedures
- Ensure that the Chairman of Governors is kept fully informed of any concerns
- Develop effective working relationships with other agencies and services
- Decide whether to take further action about specific concerns, e.g. refer to LADO or CPSLO from Hertfordshire Council
- Decide whether boys and their families are in need of additional support from one or more agencies using the Common Assessment Framework and Team Around the Child approaches even if they are not the subject of a referral to the LADO or CPSLO.
- Liaise with Hertfordshire social care teams over suspected cases of child abuse
- Ensure that accurate records relating to individual children are kept separate from the academic file in a secure place and marked 'Strictly Confidential' and that these records are passed securely should the child transfer to a new provision
- Report promptly to the Disclosure and Barring Service any person (employed, contracted, volunteer or student) leaving the school in circumstances in which Child Protection issues arise. DBS. PO Box 110, Liverpool, L693JD. Tel: 08709090811
- Convene and chair termly meetings with the Deputy DSLs to discuss any ongoing safeguarding issues

#### Role of the Governing Body (**Designated Governor for Child Protection & Prevent: Mr J. Cavanagh**)

The Governing Body has overall responsibility for ensuring that there are sufficient measures in place to safeguard the children at Aldwickbury. In particular the Governing Body oversees the following:

- Child protection policy and procedures
- Safe recruitment procedures
- Appointment of a DSL who is a senior member of school leadership team
- Relevant child protection training for school staff/volunteers is attended
- Safe management of allegations
- Deficiencies or weaknesses in child protection arrangements are remedied without delay
- A member of the Governing Body is nominated to be responsible in the event of an allegation of abuse being made against the Head Teacher
- Safeguarding policies and procedures and their implementation are reviewed annually with the DSL. Governors should satisfy themselves that the DSL contributes to inter-agency working as appropriate. Minutes of these meetings are supplied to and retained by the Clerk to the Governors.
- Checking that staff have the skills knowledge and understanding necessary to keep safe any boys who are looked after by a local authority.
- The Governors will undertake prevent training as appropriate

## Responsibility of Staff

It is the responsibility of all adults in the school to:

- Be familiar and work with the school's Child Protection Policy and Procedure and understand that the local authority to which the school would report is Hertfordshire
- Know the identity of the DSL, the Deputy DSLs and the Governor with responsibility for Child Protection
- Know how to record disclosures or concerns and/or pass them on to the DSL as detailed in this policy
- Understand that staff are required to pass on all information relating to a concern about a child to the DSL
- Understand that staff can make a referral directly to children's social care if there is a risk of serious immediate harm to a child.
- Understand the school's policy on searching for a missing child (Staff Handbook/Policies)
- Attend training sessions as directed. This includes an understanding of issues about online safety and prevent and KCSIE training.

A full list of adults to whom the boys can turn is provided on the 'If You Need to Talk' poster. This includes the Independent Listener, Viv Lawman, who satisfies the need for a suitably qualified adult outside of the school staff for a boy to talk to. In most cases it is hoped that a boy would speak to his Tutor over any concerns.

## Prevention

Aldwickbury School recognises that high esteem, confidence, supportive friends and good lines of communication with a trusted adult helps prevention. The school will:

- Seek to establish and maintain an ethos where children feel secure, are encouraged to talk and are listened to
- Ensure children know that they can approach any adult in the school whom they wish if they are worried or in difficulty
- Practise safe recruitment in checking the suitability of staff and volunteers to work with children (see Recruitment Policy), this includes DBS checks. Assurances that DBS checks have been completed will be obtained from any other organisations providing staff who work with Aldwickbury boys on another site
- Ensure that children have access to an independent listener
- Include in both academic and pastoral activities an opportunity for the children to become equipped with the skills needed to remain safe from harm and to give them the confidence to seek help and know where to go for help if they perceive a need
- Have procedures in place for dealing with cases, or suspected cases, of abuse
- Have procedures in place for dealing with bullying, including cyber-bullying and bullying outside school
- Give advice to boys about the safe use of the internet and electronic devices

## **Mobile telephones**

The School allows staff to bring in personal mobile phones for their own use. Staff should not contact a pupil or parent using their personal device and should avoid giving their private numbers to parents and never give them to a boy. Mobile phones should not be used during lessons or on other occasions such as when staff are on duty and responsible for the boys except in cases of emergency when the Headmaster must be made aware. Staff should also ensure that when they are in use that they are out of the hearing of the boys.

The camera and video facilities on the mobile phone should be avoided if at all possible and School equipment used instead to take pictures of the boys under any circumstances as this could be misconstrued. If taken files should be deleted as soon as possible. They should only be uploaded to School Twitter accounts and not personal ones. The sending of inappropriate text messages between members of the School community is not allowed.

The School is not responsible for the loss, damage or theft of any personal mobile device.

## **Cameras**

There are no safeguarding regulations prohibiting the taking of photos or video recordings of the School.

The only legislation that may apply is the Data Protection Act.

The Act notes, at Section 36, that personal data processed by an individual only for the purposes of that individual's personal, family or household affairs are exempt from the Act.

This would include photographs taken by family members of their children at school events.

On entry to the School, parents are asked to give permission for the use of their son's photos on the School web site and in the School prospectus and other printed publications that the School may produce for promotional purposes. This consent is considered valid for the entire period that the pupil attends this school unless there is a change in circumstances although parents may withdraw permission, in writing, at any time.

In some circumstances, and with the permission of the Headmaster, staff may use their own cameras provided files are transferred immediately to the School's network and deleted from the staff device.

Images of pupils are stored on the School's network. Staff are not permitted to use personal portable devices e.g. USB sticks for the storage of images unless there is a special circumstance and permission has been given by the Headmaster.

Care should be taken in the use of all cameras to photograph the boys. Any photos taken for publication should be checked through the School office to ensure that no agreements with parents are breached. If there is any doubt then do please seek advice from the Headmaster and/or office.

## **Particular note should be taken in the EYFS setting.**

Staff will not use personal mobile phones during teaching time and they will be kept out of sight of the children. Personal mobile phones or electronic devices may not be used to take photographs of the children; school cameras or school ipads must be used instead.

When joining the school, all parents/guardians are asked to give permission for photographs of their child(ren) to be used in school media. If permission is not given, those children's photographs are not included in school media.

Parents are asked not to film EYFS performances or concerts and are reminded about only posting images of their own children on social media.

During the EYFS induction presentation to parents, parents and carers are asked not to use their mobile phone when dropping off or picking up their children.

## **Procedures**

If any member of staff is concerned about a child he or she must inform the Deputy/ Designated Safeguarding Lead immediately.

The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations. **(Pro-forma is available in Appendix 1).**

In the event of allegations or suspicions of abuse, the DSL (or a deputy) will refer the boy to the Social Care Services within 24 hours. Referral should be by telephone and a note of what was said and to whom must be kept by the referrer, giving the time and date of the referral.

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

It is important to differentiate between safeguarding children who have suffered or are likely to suffer significant harm and those who are in need of additional support from one or more agencies. The former should be reported to Children's Social Care immediately; the latter should lead to inter-agency assessment using local processes, including use of the "Common Assessment Framework (CAF)" and "Team around the Child" (TAC) approaches.

Consent from parents is not required for a referral when there are reasonable grounds to believe that a child is at risk of significant harm.

If a member of staff feels that there is a risk of serious immediate harm to a child a referral should be made to children's social care immediately. Anybody can make such a referral although under normal circumstances staff will speak to the DSL about any concerns.

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

Contact details for agency involvement are displayed prominently on a notice board in the Staffroom. These include the contact details for (1) the police (2) the LADO; (3) the DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors. A copy of Keeping Children Safe in Education is also displayed in the Staffroom. [The DfE helpline is 020 7340 7264 and the mailbox is [counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk)]

## When to be Concerned

All staff should be aware that the main categories of abuse are:

- **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.
- **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.
- **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.

All staff should be concerned about a child if he presents with indicators of possible significant harm – see **Appendix 3 for details**.

Generally, in an abusive relationship the child may:

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

The school recognises that external factors such as domestic violence and mental health may affect a boy's performance and behaviour within school. If it is deemed necessary the school will seek expert and professional advice as detailed in KCSIE Paragraph 43.

In very rare circumstances (for this age group and type of school) the abuser could be another child. If this is suspected then the designated senior person should be informed in the normal fashion. If abuse is suspected, steps will be taken by the DSL to ensure that boys are not at risk of further harm. An assessment of the risk will be undertaken leading to an action plan being put in place whilst the allegations are being investigated. Appropriate steps will then be taken as a result of the facts of individual cases being established. If there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, cases will be referred to the local authority as a child protection concern. In this case, both victim and perpetrator will be treated as being at risk.

## Dealing with a Disclosure

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

- Listen to what is being said without displaying shock or disbelief
- Accept what is being said
- Allow the child to talk freely

- Reassure the child, but not make promises which it might not be possible to keep
- Not promise confidentiality – it might be necessary to refer to Children Schools and Families
- Reassure him that what has happened is not his fault
- Stress that it was the right thing to tell
- Listen, rather than ask direct questions
- 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 information to the DSL without delay

For more advice on how to respond to a child wanting to talk about abuse, see **Appendix 3**.

#### Golden Rules

- Even if you are worried but have no proof, talk it over with the DSL.
- If the Headmaster, as DSL, is unavailable then contact one of the Deputy DSLs.
- Do not delay and do not gossip.
- Take seriously what a child tells you and act on it.

#### **Allegations involving school staff or volunteers working in school**

Whenever it is alleged that a member of staff or volunteer has:

- Behaved in a way that has, or may have harmed a child
- Possibly committed a criminal offence against/related to a child
- Behaved toward a child in a way which indicates s/he is unsuitable to work with children

The person receiving the allegation must take it seriously and immediately inform the DSL.

The quick resolution of any allegation should be a clear priority to the benefit of all concerned. At any stage of consideration or investigation, all unnecessary delays should be eradicated.

If any member of staff has reason to suspect that another member of staff or volunteer may have abused a child at the school, or elsewhere, they must immediately inform the DSL. They should also make a written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, what was said and anyone else present. This record should be signed and dated and immediately passed on to the DSL (see section on record keeping).

If the concerns are about the DSL, then the allegation should be passed to one of the Deputy DSLs who will contact the Chairman of Governors. If the DSL (the Headmaster) is the subject of the allegation, he/she should not be informed and the allegation should be passed to the Chairman of Governors without delay. The Chairman of Governors at Aldwickbury is:

**Mr Stuart Westley.**

When an allegation is made against a member of staff or a volunteer, immediate contact should be made by the DSL (or the Deputy DSL) with the Local Authority Designated Officer (LADO) to discuss the nature, content and context of the allegation(s) and agree a course of action, involving any involvement of the police.

The DSL will not investigate the allegation itself, or take written or detailed statements, but s/he will discuss the matter with the LADO and will reach agreement with the LADO as to whether it is necessary to refer to Hertfordshire County Council or the police.

If it is decided that the allegation warrants further action through Child Protection Procedures the DSL will immediately (within 24 hours) make a referral to Herts County Council Children Services (**03001234043**) so that the allegation can be investigated in accordance with Section 10 of the Hertfordshire Safeguarding Children Board Child Protection Procedures.

If it is decided that it is not necessary to refer to Herts County Council, the DSL and Local Authority Designated Officer will consider whether there needs to be an internal investigation.

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

If urgent medical assistance is needed, it must be sought as for any other child. In doing so, however, the member of staff concerned must tell the doctor or hospital that it is believed that the child has been abused. Where a medical examination is deemed necessary, the parents should be informed and invited to attend, unless the allegation concerns a member of the child's household. However, the DSL (or his deputy) may proceed without the parents if they cannot attend or be contacted.

Further advice may be obtained from Ofsted:

Ofsted Midlands  
Building C  
Cumberland Place  
Nottingham  
NG1 6HJ  
Tel: 08456 404040

If a member of boarding staff is suspended pending an investigation of a child protection nature, alternative accommodation will be provided during this period.

The school will report to the DBS and NCTL, within one month of leaving the school, any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children. Where a disciplinary matter does not reach the threshold for DBS referral, separate consideration would be given to an NCTL referral. A referral to the NCTL will be considered if a prohibition order may be appropriate. Unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time, for a relevant offence are all reasons such an order might be considered.

If there has been a substantiated allegation against a member of staff, the school will work with the LADO 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.

### **Child Sexual Exploitation (CSE)**

Child sexual exploitation (CSE) is a form of child sexual abuse. Staff should be aware of CSE which involves exploitative situations, where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology. It is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

**DfE Dedicated Telephone Helpline** and E-Mail (for non-emergency advice)  
020 7340 7264 [extremism@education.gsi.gov.uk](mailto:extremism@education.gsi.gov.uk)

### **Peer on Peer abuse**

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

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

Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender based violence/sexual assaults, sexting, teenage relationship abuse, peer-on-peer exploitation, serious youth violence, sexual bullying or harmful sexual behaviour. Staff should recognise that children are capable of abusing their peers and should not be tolerated or passed off as “banter” or “part of growing up”.

When dealing with abuse by young people on peers staff should implement the school's usual safeguarding and anti-bullying policies (and recognition that sexualised abuse, including verbal abuse, by peers is a potential safeguarding issue). Staff should pass on any peer on peer abuse to the DSL who may seek advice from statutory agencies, as appropriate, and make a referral if an incident meets the referral threshold set by the Local Safeguarding Children Board. If a child is in immediate danger or is at risk of harm they will make an immediate referral to children's social care and/or the police. They will then carry out a thorough risk-assessment of the situation and risk-based decision-making (with the benefit of the advice of statutory authorities, where appropriate) with a view to ensuring the safety of all

pupils and that both alleged victims and perpetrator pupils receive appropriate support. Decisions arising might include, for example, whether the accused pupil should be removed from school for a period, or from certain classes, whether sleeping arrangements should be changed for boarders, whether contact with certain individuals should be prevented or supervised and the availability of counselling.

### **Children with special educational needs and disabilities:**

Staff should recognise that additional barriers can exist when recognising abuse and neglect in this group of children. This can include:

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

### **Prevent Duty**

Protecting children from the risk of radicalisation is part of the schools' wider safeguarding duties, and is similar in nature to protecting children from other forms of harm and abuse. Staff should be aware of the increased risk of online radicalisation through social media and the internet and therefore suitable filtering should be in place. Internet safety should be covered generally and visiting speakers whether invited by staff or by the boys themselves must be suitable and should be appropriately supervised by a member of staff.

During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism.

Whilst it is recognised that Female Genital Mutilation (FGM) does not apply to a boys' school, staff should be aware of it.

The process to refer a boy because of a suspicion of radicalisation should follow;

Notice (any changes that might have been seen)

Check (check this through discussions with the boy and if needed with the parent)

Share (share this information with the DSL who will complete this information on the Channel Referral form)

The PSHEE programme, internet safety programme and filtering all involve aspects to educate boys in the area of radicalisation, cyberbullying and the safe use of electronic equipment and the Internet.

As with managing other safeguarding risks, staff should be alert to changes in children'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 follow the normal safeguarding procedure within the school.

The Deputy DSL lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation including the understanding of the Channel programme and all teaching staff should undertake online training.

### **Boy Missing from School**

A boy going missing from school is a potential indicator of abuse or neglect and staff should follow the school's procedures for dealing with boys that go missing from school. In particular on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. If a pupil has been absent without the school's permission for a continuous period of 10 school days or more, the authorities should be informed. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones.

The school will inform the local authority of any pupil who is going to be deleted from the admission register before deleting the pupil's name from the register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- has been certified as medically unfit to attend.
- has been in custody for more than four months.
- have been permanently excluded.

The schools will have an admission register and an attendance register. All pupils must be placed on both registers.

### **Whistleblowing**

- At Aldwickbury, we recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- All staff should be aware of their duty to raise concerns, where they exist, about the attitude or actions of colleagues.
- It is the culture of this school that staff place the safeguarding of boys at the centre of their practice.
- When making an allegation, staff should follow the procedures detailed elsewhere in this policy. This will include speaking to the Chairman of Governors if the subject of the allegation is the DSL (the Headmaster). In such a case neither the Headmaster nor any other staff should be informed.
- Staff who have concerns about the behaviour or attitude of colleagues and who are concerned that there is a risk that the member of staff might be at risk of abusing

children should report their concerns to the DSL, even if there is no specific allegation that can be made.

- Staff who have concerns about poor or unsafe practice in relation to safeguarding, or about actual or potential failures in the school's Safeguarding regime should report their concerns to the Deputy Head as a signed written report.
- Staff who report suspicions or make an allegation are immune from retribution or disciplinary action arising from 'whistle blowing' in good faith.

The School's separate Whistleblowing policy covers this in more detail.

**NSPCC Whistleblowing helpline 0800 028 0285 [help@nspcc.org.uk](mailto:help@nspcc.org.uk)**

## **Supporting Staff**

- The school recognises that staff working at Aldwickbury who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- We will support such staff by providing an opportunity to talk through their anxieties with the designated teacher and to seek further support as appropriate.
- In response to an allegation, a member of staff will only be suspended if there is no reasonable alternative. The school will take account of the views of the LADO and of the terms of this Policy in coming to a decision about suspension. If an individual is suspended, the reasons and justification should be recorded by the school and the individual notified of the reasons.
- Allegations that are found to be malicious will be removed from personnel records and any that are not substantiated, are unfounded or malicious should not be referred to in any employer references.
- The most serious sanctions are used for any boys proven to have made malicious allegations.
- Staff are also given advice on how to avoid the kinds of compromising situations which may lead to an allegation of abuse (see Appendix 5). This advice is given as part of the regular training undertaken in accordance with regulatory requirements but also to new staff as part of the induction process. Further guidance is given in the separate policy covering the use of restraint.

## **Confidentiality**

- We recognise that all matters relating to Child Protection are confidential.
- The DSL will disclose any information about a boy to other members of staff on a need to know basis only. Other staff who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts.
- All staff must be aware that they have a professional and legal responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets.
- Since 1st October 2012 there have been restrictions on the reporting or publishing of allegations against teachers and so every effort will be made to maintain

confidentiality and guard against unwanted publicity. These restrictions apply up to the point when the accused person is charged with an offence, or the DfE/NCTL publish information about an investigation or decision in a disciplinary case.

## **Record Keeping**

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

- Make brief notes as soon as possible after the conversation (**use pro-forma in Appendix 1**)
- Not destroy the original notes in case they are needed by a court
- Record the date, time, place and any noticeable non-verbal behaviour and the words used by the child
- Draw a diagram to indicate the position of any bruising or other injury
- Record statements and observations rather than interpretations or assumptions

All records need to be given to the DSL promptly. No copies should be retained by the member of staff or volunteer.

Records should also be made and kept of discussions with parents, the LADO, the police and other agencies.

The DSL and the two Deputy DSLs meet at least once a term to discuss any boys about which there are ongoing concerns, even at a low level. More serious cases will not be discussed if this means that such a discussion would be in breach of other points in this policy, such as the DSL or Deputy DSLs being the subject of an allegation. Minutes of these meetings are kept and reviewed annually by the designated Governor for Safeguarding.

### **Most recent review dates**

Reviewed by Deputy Head, September 2017

Reviewed by Deputy Head, September 2016

Reviewed by Deputy Head, Headmaster, John Cavanagh and the Board of Governors, November 2016

Reviewed by Deputy Head, Headmaster, John Cavanagh and the Board of Governors, November 2015

**Appendix 1: RECORD OF CONCERN**

Child's Name :			
Child's DOB :			
Male/Female :	Ethnic Origin :	Disability Y/N :	Religion :
Male			
Date and Time of Concern :			
Your Account of the Concern : (what was said, observed, reported and by whom)			
Additional Information : (your opinion, context of concern/disclosure)			
Your Response : (what did you do/say following the concern)			
Your Name :			
Your Signature :			
Your Position in School :			
Date and Time of this Recording :			
Action and Response of DSL / HT			
Name: .....Date:.....			

## Appendix 2: Channel Referral Form

This form is to help you refer concerns to CHANNEL, regarding an individual who may be vulnerable to being drawn into terrorism. On the reverse are questions which may assist in helping you quantify and structure your concerns in order to better record them below. They are intended as a guide to help communicate your professional judgement about what has led you to make this referral. Completed forms should be sent to the Channel team.

### CHANNEL REFERRAL FORM

Name of Subject:		DOB:
Guardian:		Relationship:
Ethnicity:	Place of Birth:	Religion:
Address		Referral Date
Telephone number		
Author	Organisation	
Contact Details		

What is the behaviour / occurrence that has led you to make this referral

Assessment	Comment / Evidence
Faith / Ideology	
Personal / emotional & Social	
Risk / Protective factors	
Desire for change	

Please forward completed forms to the PREVENT team at [prevent@herts.pnn.police.uk](mailto:prevent@herts.pnn.police.uk)

## **From what you know of the referral:**

### **Faith / ideology**

Are they new to a particular faith / faith strand? What was the context of their conversion?

Do they seem to have naïve, narrow or limited religious / political knowledge?

Are there concerns about a highly inconsistent vocalisation / practicing of their faith?

Have there been sudden changes in their observance, behaviour, interaction or attendance at their place of worship / organised meeting?

Have there been specific examples or is there an undertone of “ Them and Us “ language or violent rhetoric being used or behaviour occurring?

Is there evidence of increasing association with a closed tight knit group of individuals / known recruiters / extremists / restricted events?

Are there particular grievances either personal or global that appear to be unresolved / festering?

Has there been an increase in unusual or sudden travel abroad without satisfactory explanation?

### **Personal / emotional / social issues**

Are there concerns over conflict with their families regarding religious beliefs / lifestyle choices?

Is there evidence of cultural anxiety and / or isolation linked to insularity / lack of integration?

Is there evidence of increasing isolation from family, friends or groups towards a smaller group of individuals or a known location?

Is there history in petty criminality and / or unusual hedonistic behaviour (alcohol/drug use, casual sexual relationships, and addictive behaviours)?

Have they got / had extremist propaganda materials ( DVD's, CD's, leaflets etc.) in their possession?

Do they associate with negative / criminal peers or known groups of concern?

Are there concerns regarding their emotional stability and or mental health?

Is there evidence of participation in survivalist / combat simulation activities, e.g. paint balling?

### **Risk / Protective Factors**

What are the specific factors which are contributing towards making the referral more vulnerable to radicalisation by others or moving towards violent extremism? E.g; mental health, language barriers, cultural anxiety, impressionability, criminality, specific grievance

Is there any evidence of others targeting or exploiting these vulnerabilities or risks?

What factors are there already in place or could be developed to firm up support for the referral or help them increase their resilience to negative influences? E.g. positive family ties, employment, mentor / agency input etc.

### **Desire for change**

Do they have the ability to change with / without support? Why / Why not?

How motivated are they to make steps towards changing their attitudes and behaviour?

How sustainable do you think their motivation / desire is?

## **APPENDIX 3 – Indicators of possible significant harm**

### Possible Signs of Physical Abuse

- Unexplained injuries or burns, particularly if they are recurrent
- Injuries not typical of accidental injury
- Frequent injuries even with apparently reasonable explanations
- Improbable or conflicting explanations for injuries
- Refusal to discuss injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted
- Bald patches
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of returning home
- Fear of medical help / parents not seeking medical help
- Self-destructive tendencies
- Aggression towards others
- Chronic running away
- Frequently absent from school

### Possible Signs of Emotional Abuse

Probably the most difficult type of abuse to recognise. An emotionally abused child is often withdrawn, introverted and depressed.

- Admission of punishment which appears excessive
- Over-reaction to mistakes
- Sudden speech disorders
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self mutilation
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing
- Scavenging for food or clothes
- Continual self depreciation
- Air of detachment – ‘don’t care’ attitude
- Social isolation – does not join in and has few friends
- Desperate attention-seeking behaviour
- Eating problems, including over-eating or lack of appetite
- Depression, withdrawal

## Possible Signs of Sexual Abuse

- Demonstrate sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
- Wetting or other regressive behaviours e.g. thumb sucking
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- Stop enjoying previously liked activities
- Be reluctant to undress for PE
- Become fearful of, or refuse to see, certain adults for no apparent reason; show dislike of a particular baby-sitter, relative or other adult
- Draw sexually explicit pictures
- Urinary infections, bleeding or soreness in the genital or anal areas
- Soreness or bleeding in the throat
- Chronic ailments, such as stomach pains or headaches
- Take over the parental role at home; seem old beyond their years
- Develop eating disorders, such as anorexia or bulimia
- Depression, suicidal thoughts
- Poor self-image, self-harm, self-hatred
- Physical discomfort
- Use drugs or drink to excess
- Memory loss
- Frequent running away
- Restricted social activities
- Find excuses not to go home or to a particular place
- Have recurring nightmares/be afraid of the dark
- Be unable to concentrate; seem to be in a world of their own
- Have a 'friend who has a problem' and then tell about the abuse of the friend
- Sudden changes in school work habits, become truant
- Withdrawal, isolation or excessive worrying
- Outbursts of anger or irritability
- Unexplained sums of money
- Act in a sexually inappropriate/harmful or seductive way towards others

## Possible Signs of Neglect

- Constant hunger
- Poor personal hygiene
- Inappropriate clothing, clothing in a poor state of repair
- Frequent lateness or non-attendance at school
- Untreated medical problems
- Low self-esteem
- Poor social relationships
- Compulsive stealing
- Constant tiredness
- Emaciation
- Destructive tendencies.
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Chronic running away

- Scavenging for food or clothes

In addition to all the above signs a child may disclose an experience in which he/she may have been harmed, or there may be any other cause to believe that a child may be suffering harm.

#### Possible Signs of Radicalisation

There isn't a single profile of someone who may be at risk of being drawn into terrorism. People who may be vulnerable can be of any age, from any group, faith, ethnicity or background.

- Fixation on a subject
- Closed to new ideas
- Change in language
- Inappropriate questions
- Withdrawn
- New found arrogance

Many factors associated with a person who is vulnerable to being drawn into terrorism include

- Peer pressure
- Influence from other people
- The Internet
- Bullying
- Crime and anti-social behaviour
- Family tensions
- Lack of self-esteem or identity
- Personal or political grievances

**APPENDIX 4: Guidance on how to respond to a child wanting to talk about abuse:**

GENERAL POINTS	DON'T SAY
<ul style="list-style-type: none"> <li>• Show acceptance of what the child says (however unlikely the story may sound)</li> <li>• Keep calm</li> <li>• Look at the child directly</li> <li>• Be honest</li> <li>• Tell the child you will need to let someone else know – <b>don't promise confidentiality</b></li> <li>• Even when a child has broken a rule, they are not to blame for the abuse</li> <li>• Be aware that the child may have been threatened or bribed not to tell</li> <li>• Never push for information. If the child decides not to tell you after all, then accept that and let them know that you are always ready to listen.</li> </ul> <p><b>HELPFUL THINGS YOU MAY SAY OR SHOW</b></p> <ul style="list-style-type: none"> <li>• I understand what you are saying</li> <li>• Thank you for telling me</li> <li>• It's not your fault</li> <li>• I will help you.</li> </ul>	<ul style="list-style-type: none"> <li>• Why didn't you tell anyone before?</li> <li>• I can't believe it!</li> <li>• Are you sure this is true?</li> <li>• Why? How? When? Who? Where?</li> <li>• Never make false promises</li> <li>• Never make statements such as "I am shocked, don't tell anyone else".</li> </ul> <p><b>CONCLUDING</b></p> <ul style="list-style-type: none"> <li>• Again reassure the child that they were right to tell you and show acceptance</li> <li>• Let the child know what you are going to do next and that you will let them know what happens.</li> <li>• Contact the appropriate senior member of staff or agency.</li> <li>• Consider your own feelings and seek pastoral support if needed.</li> </ul>

## **Appendix 5: Advice for Staff on Avoiding Compromising Situations**

### **Power and Positions of Trust**

Staff should not:

- use their position to gain access to information for their own or others' advantage
- use their position to intimidate, bully, humiliate, threaten, coerce or undermine boys
- use their status and standing to form or promote relationships which are of a sexual nature or which may become so

### **Propriety and Behaviour**

Staff should:

- be aware that behaviour in their personal lives may impact upon their work with boys
- follow any codes of conduct deemed appropriate by the school
- understand that the behaviour and actions of their partner (or other family members) may raise questions about their suitability to work with boys

### **Dress and Appearance**

Staff should wear clothing which:

- is appropriate to their role
- is not likely to be viewed as offensive, revealing, or sexually provocative
- does not distract, cause embarrassment or give rise to misunderstanding
- is absent of any political or otherwise contentious slogans
- is not considered to be discriminatory and is culturally sensitive

### **The Use of Personal Living Space**

Staff should:

- be vigilant in maintaining their privacy and mindful of the need to avoid placing themselves in vulnerable situations
- challenge any request for their accommodation to be used as an additional resource for the school
- be mindful of the need to maintain professional boundaries
- refrain from asking boys to undertake personal jobs or errands

### **Gifts, Rewards and Favouritism**

Staff should:

- ensure that gifts received or given in situations which may be misconstrued are declared
- generally, only give gifts to an individual boy as part of an agreed reward system
- where giving gifts other than as above, ensure that these are of insignificant value
- ensure that all selection processes which concern boys are fair and that wherever practicable these are undertaken and agreed by more than one member of staff

## Infatuations

Staff should:

- report and record any incidents or indications (verbal, written or physical) that suggest a boy may have developed an infatuation with a member of staff
- always acknowledge and maintain professional boundaries

## Communication with Boys (including Use of Technology)

Much of this is covered in a separate policy but, in summary, staff should:

- ensure that personal social networking sites are set at private and boys are never listed as approved contacts
- never use or access social networking sites of boys.
- not give their personal contact details to boys, including their mobile telephone number
- only use equipment e.g. mobile phones, provided by the school to communicate with boys, making sure that parents have given permission for this form of communication to be used (this will be very rare in any case)
- only make contact with children for professional reasons and in accordance with the school policy
- recognise that text messaging should only be used as part of an agreed protocol and when other forms of communication are not possible
- not use internet or web-based communication channels to send personal messages to a boy. Any e-mails sent to a boy for professional reasons should be copied to parents and another member of staff also

## Social Contact

Staff should:

- have no secret social contact with boys or their parents
- consider the appropriateness of the social contact according to their role and nature of their work
- always approve any planned social contact with children or parents with senior colleagues
- advise senior management of any social contact they have with a child or a parent with whom they work, which may give rise to concern
- report and record any situation, which may place a boy at risk or which may compromise the school or their own professional standing
- be aware that the sending of personal communications such as birthday or faith cards should always be recorded and/or discussed with line manager
- understand that some communications may be called into question and need to be justified

## Sexual Contact

Staff should not:

- have sexual relationships with boys
- have any form of communication with a child which could be interpreted as sexually suggestive or provocative i.e. verbal comments, letters, notes, electronic mail, phone calls, texts, physical contact
- make sexual remarks to, or about, a boy
- discuss their own sexual relationships with or in the presence of boys

Staff should:

- ensure that their relationships with boys clearly take place within the boundaries of a respectful professional relationship
- take care that their language or conduct does not give rise to comment or speculation. Attitudes, demeanour and language all require care and thought, particularly when members of staff are dealing with adolescent boys.

## Physical Contact

Staff should:

- be aware that even well intentioned physical contact may be misconstrued by the child, an observer or by anyone to whom this action is described
- never touch a child in a way which may be considered indecent
- always be prepared to report and explain actions and accept that all physical contact be open to scrutiny
- not indulge in horseplay
- always encourage boys, where possible, to undertake self-care tasks independently
- work within Health and Safety regulations
- be aware of cultural or religious views about touching and always be sensitive to issues of gender

## Other Activities that Require Physical Contact

Some adults who work in certain settings, for example sports, drama or outdoor activities or teach specific subjects such as PE or music, will have to initiate some physical contact with children, for example to demonstrate technique in the use of a particular piece of equipment, adjust posture, or perhaps to support a child so they can perform an activity safely or prevent injury. Such activities should be carried out in accordance with existing codes of conduct, regulations and best practice

In practice, this means that staff should:

- treat children with dignity and respect and avoid contact with intimate parts of the body
- always explain to a child the reason why contact is necessary and what form that contact will take
- consider alternatives, where it is anticipated that a boy might misinterpret any such contact

- conduct activities where there can be seen by others, such as conducting them in a room with a window in the door or other window which means that the interior of the room can be seen from the corridor.
- be aware of gender, cultural or religious issues that may need to be considered prior to initiating physical contact

### Behaviour Management

Staff should:

- not use force as a form of punishment
- try to defuse situations before they escalate
- inform parents of any behaviour management techniques used
- adhere to the school/service's behaviour management policy
- be mindful of factors which may impact upon a child or young person's behaviour e.g. bullying, abuse and where necessary take appropriate action

### Use of Control and Physical Intervention

There is a separate policy on the use of restraint. All staff should be aware of and adhere to this policy.

### Children and Young People in Distress

Staff should:

- consider the way in which they offer comfort and reassurance to a distressed child and do it in an age-appropriate way
- be circumspect in offering reassurance in one to one situations, but always record such actions in these circumstances
- follow professional guidance or code of practice
- never touch a child in a way which may be considered indecent
- record and report situations which may give rise to concern from either party
- not assume that all children seek physical comfort if they are distressed

### Intimate Care

Staff should:

- adhere to the school's intimate care guidelines
- make other staff aware of the task being undertaken
- explain to the child what is happening
- consult with senior managers and parents/carers where any variation from agreed procedure/care plan is necessary
- record the justification for any variations to the agreed procedure/care plan and share this information with parents
- ensure that any changes to the agreed care plan are discussed, agreed and recorded

## Personal Care

Staff should:

- avoid any physical contact when children are in a state of undress
- avoid any visually intrusive behaviour
- where there are changing rooms announce their intention of entering

This means that staff should not:

- change in the same place as children
- shower or bathe with children
- assist with any personal care task which a child or young person can undertake by themselves

## First Aid and Administration of Medication

Please see separate policy on First Aid and Medication

## One to One Situations

Staff should:

- ensure that they are aware of the risks when lone working is an integral part of their role
- avoid meetings with a child or young person in remote, secluded areas
- always inform other colleagues and/or parents/carers about the contact(s) beforehand, assessing the need to have them present or close by
- avoid use of 'engaged' or equivalent signs wherever possible. Such signs may create an opportunity for secrecy or the interpretation of secrecy
- always report any situation where a child becomes distressed or angry to a senior colleague
- carefully consider the needs and circumstances of the child/children when in one to one situations

## Transporting Boys

Staff should:

- ensure they are fit to drive and free from any drugs, alcohol or medicine which is likely to impair judgement and/ or ability to drive
- be aware that the safety and welfare of the child is their responsibility until they are safely passed over to a parent/carers
- ensure that their behaviour is appropriate at all times
- ensure that there are proper arrangements in place to ensure vehicle, passenger and driver safety. This includes having proper and appropriate insurance for the type of vehicle being driven
- ensure that any impromptu or emergency arrangements of lifts are recorded and can be justified if questioned

## Education Visits and After School Activities

Staff should:

- always have another adult present in out of workplace activities, unless otherwise agreed with a senior manager
- undertake risk assessments in line with their school/service's policy where applicable
- have parental consent to the activity
- ensure that their behaviour remains professional at all times
- never share beds with a child
- not share bedrooms unless it involves a dormitory situation and the arrangements have been previously discussed with senior manager, parents and boys
- Records will be kept of all educational visits, including the names of participating teachers/members of staff.

## Photography and Videos

Staff should be aware of the separate policy on this subject but in particular should:

- be clear about the purpose of the activity and about what will happen to the images when the activity is concluded
- be able to justify images of children in their possession
- avoid making images in one to one situations or which show a single child with no surrounding context
- ensure the child/young person understands why the images are being taken and has agreed to the activity and that they are appropriately dressed.
- only use equipment provided or authorised by the school
- report any concerns about any inappropriate or intrusive photographs found
- always ensure they have parental permission to take and/or display photographs

This means that staff should not:

- display or distribute images of children unless they have consent to do so from parents/carers
- use images which may cause distress
- use mobile telephones or any other similar devices to take images of children
- take images 'in secret', or taking images in situations that may be construed as being secretive.

## Access to Inappropriate Images and Internet Usage

Staff should:

- follow the school's guidance on the use of IT equipment
- ensure that children are not exposed to unsuitable material on the internet
- ensure that any films or material shown to boys are age appropriate

## Curriculum

Many areas of the curriculum can include or raise subject matter which is sexually explicit, or of an otherwise sensitive nature. Care should be taken to ensure that resource materials cannot be misinterpreted and clearly relate to the learning outcomes identified by the lesson plan. This plan should highlight particular areas of risk and sensitivity and care should especially be taken in those areas of the curriculum where usual boundaries or rules are less rigorously applied, ie drama

The curriculum can sometimes include or lead to unplanned discussion about subject matter of a sexually explicit or otherwise sensitive nature. Responding to boys' questions can require careful judgement and staff may wish to take guidance in these circumstances from a senior member of staff.

Care should also be taken to abide by the wishes of parents. Parents have the right to withdraw their children from all or part of any sex education provided (but not from the biological aspects of human growth and reproduction necessary under the science curriculum).

This means that staff should:

- have clear written lesson plans
- take care when encouraging boys to use self expression, not to overstep personal and professional boundaries
- be able to justify all curriculum materials and relate these to clearly identifiable lesson plans.

This means that staff should not:

- enter into or encourage inappropriate discussions about sexual activity or any behaviours which may offend or harm others

## Appendix 6

Children's Services  
Director: Jenny Coles



County Hall CHO126  
Hertford, SG13 8DF

Tel: 01992 555701  
Fax: 01992 555719  
E-mail: [jenny.coles@hertfordshire.gov.uk](mailto:jenny.coles@hertfordshire.gov.uk)  
Our ref: JC/em

Date: 1 April 2015

Dear Colleague,

### Child Protection Level 1 Training for school staff

A number of schools have recently asked for advice regarding child protection training for school staff including Head Teachers and Designated Teachers. The Council through the School Liaison Officers offers Level 1 and Level 2 child protection training. If schools purchase or organise their own training then it would be important to ensure the training meets the quality standards of the Hertfordshire Safeguarding Children Board (HSCB) for level 1 training.

'Keeping Children Safe in Education' (DFE, 2015) states: "The Head Teacher and all staff members should undergo child protection training which is updated regularly, in line with advice from the LSCB." The HSCB considers that the minimum requirement is every three years.

There is still a full programme of training being provided by the Child Protection School Liaison Team. However, I have fed back your comments regarding the current level 1 training programme to Frazer Smith, Senior Child Protection School Liaison Officer. Frazer is keen to receive your views on the training his team are organising and he is intending to review the course over the summer term.

Frazer will be contacting the 20 schools that have had training this academic year to ascertain their views on the current programme in the form of a brief questionnaire.

If you wish to contact Frazer directly with any queries or questions regarding child protection training, or to book your staff onto the training, his e-mail is: [frazer.smith@hertfordshire.gov.uk](mailto:frazer.smith@hertfordshire.gov.uk) or tel: 01992 588168

A handwritten signature in black ink that reads "Jenny Coles".

Jenny Coles  
Director of Children's Services  
[www.hertsdirect.org](http://www.hertsdirect.org)