



## St. Columba's College

### Safeguarding Policy

**This policy applies across the College at all age ranges including Early Years, Prep and Senior Schools. It should be read in conjunction with the following policies:**

- Anti-Bullying
- Behaviour
- Employee Whistleblowing
- E-safety Policy for Staff
- ICT Acceptable Use and E-safety for Students (includes mobile phones).
- Health and Safety
- Intimate Care Policy and Guidance
- Managing the Investigation of an Allegation of Abuse
- Medical and First Aid
- Mental Health and Well-Being Guidance
- Physical Restraint
- Preventing Extremism and Radicalisation
- Safer Recruitment
- Staff Code of Safe Conduct
- SEND

St. Columba's College is conducted in the educational tradition of the Brothers of the Sacred Heart. The school environment is best described by the term "sanctuary," a place where students sense the compassion which motivates those who care for them, where they feel safe to become the best person God created them to be.

Policy owner: KM / KB  
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Ratify by Governors: Board

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## **Section 1 Introduction**

St Columba's College strives to educate all its students within an environment where the Catholic traditions of learning, truth, justice, respect and community are promoted. Consequently the overall aim of this policy is to safeguard and promote the welfare of all the children in our care. We recognise that all children without exception, have the right to protection from harm, regardless of gender, ethnicity, needs or beliefs. . All systems, processes and policies operate with the best interest of the child at their heart.

This policy and guidance are consistent with the aims of the Government in safeguarding of children to:

- a. protect children from maltreatment
- b. prevent impairment of children's mental and physical health or development
- c. ensure that children are growing up in circumstances consistent with the provision of safe and effective care
- d. take action to enable children in need to have optimum life chances

This policy pays regard to the following statutory guidance: KCSIE 2023, Working Together to Safeguard Children 2018, What To Do If You Are Worried that a Child is being Abused – Advice for Practitioners, Safer Recruitment in Education, RSHE Statutory Guidance, the Serious Violence Strategy 2018, and Prevent Duty Guidance 2015. It also takes into account the [Standards for Filtering and Monitoring In Schools](#). The College operates safeguarding procedures in line with locally agreed inter-agency procedures, as set out by Hertfordshire Safeguarding Children Partnership:

<https://www.hertfordshire.gov.uk/services/Childrens-social-care/Child-protection/Hertfordshire-Safeguarding-Children-Partnership/hscp.aspx>

The **Designated Senior Leaders** (DSLs) for Safeguarding in the College are:

Mr K Boland in the Preparatory School (including EYFS) who can be contacted in person, by telephone on 01727 862616 / 01727 892016 or by email at [boland.k@stcolumbascollege.org](mailto:boland.k@stcolumbascollege.org)

and Mrs K Marson in the Senior school who can be contacted:

by telephone on 01727 855185 / 01727 892030

or by email at [deputy@stcolumbascollege.org](mailto:deputy@stcolumbascollege.org)

These members of the College Leadership Team (CLT) deputise for one another when absent, responding to all concerns across all educational stages. However, in their absence any child protection concern must be referred to the Head, or the nominated Deputy DSL (Mr J Tatham ) who can be contacted by email at [Tatham.j@stcolumbascollege.org](mailto:Tatham.j@stcolumbascollege.org) or by telephone on 01727855185. The overall principal Designated Safeguarding Lead is Mrs K Marson.

The **Governor Responsible** for monitoring safeguarding at the College is Mrs Ruth Loveman who carries out the annual review. The Safeguarding Governor can be contacted via email at [gov.admin@stcolumbascollege.org](mailto:gov.admin@stcolumbascollege.org) The Governors also receive safeguarding updates at all Board meetings. The Chair of Governors can be contacted at [gov.admin@stcolumbascollege.org](mailto:gov.admin@stcolumbascollege.org)

## **Section 2 Principles**

The main elements of the policy apply to all staff and governors by which we seek to:

- a. Ensure the practice of safe recruitment in checking the suitability of staff (including Governors and Volunteers) appointed to the College
- b. Raise awareness of child protection issues, so equipping children with the necessary skills needed to keep them safe through the Pastoral Programme to include topics such as grooming, counter bullying and on-line safety
- c. Implement procedures for identifying and reporting cases, or suspected cases, of abuse in accordance with locally agreed interagency procedures
- d. Support students who have been abused, in accordance with the terms of the policy
- e. Establish a safe environment in which children can learn and develop
- f. Provide the designated safeguarding lead and staff with relevant training and support
- g. Make provision for immediate remedy to any deficiencies in practice, procedure and duties or improvements in policy and practice as they occur.

### Section 3 Procedures

Appropriate recruitment and selection procedures for staff in the context of safeguarding are the first line in protection of children and have been adopted fully by the College. Please see the Safer Recruitment Policy for more information.

#### The application of College policy

The nature of the regular contact with students on a daily basis means that the College staff are well placed to observe the outward signs of abuse. The school will therefore:

- a. Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to;
- b. Ensure children know that there are individuals, adults and peers whom they can trust and approach to raise their concerns and they know and understand the systems in place for doing so;
- c. Refer any concerns to the DSL who then coordinates the required response, which may require in-house support or be referred to outside agencies as the case determines;
- d. Ensure that early help is provided in the speediest and appropriate way through liaison and cooperation with external agencies, including the 3 safeguarding partners (local authorities, clinical commissioning group and local Chief of Police.
- e. Include opportunities in the Pastoral Programme for children to develop the skills they need to recognise and stay safe from abuse;
- f. Ensure as part of the RSHE curriculum, the promotion of a zero tolerance culture towards sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.
- g. Operate clear and supportive policies related to drugs, alcohol and substance abuse;
- h. Operate clear and supportive policies in relation to e-safety and cyber bullying (see separate policies) to ensure that provision is made to teach children of all ages to keep themselves safe online;
- i. Operate clear and supportive policies related to relationships including sexual aspects of relationships for both boys and girls.
- j. Ensure that whenever staff from another organisation are working with our students on another site, that the appropriate assurances have been received from the competent authorities within the organisation/s that appropriate child protection checks and procedures apply to those staff;
- k. External coaches and peripatetic teachers must have appropriate safeguarding and child protection policies and procedures in place. They are subject to DBS checks, are registered centrally by Human Resources, and adhere to safeguarding procedures, such as signing in when on site and knowing how to report safeguarding concerns.

- l. Operate robust Health and Safety procedures, ensuring that the school premises are as secure as circumstances and daily operation permits;
- m. Develop awareness in all staff of the need for Child Protection and their responsibilities in identifying abuse;
- n. Ensure that in the Senior school, Prefects and Peer Mentoring programme members are aware of their responsibilities in identifying abuse and the need to report it;
- o. Ensure all staff are aware of referral procedures within the school;
- p. Monitor children who have been identified as 'at risk';
- q. Ensure regular and timely liaison between the Counsellor and the DSL.
- r. Ensure the presence of an appropriate adult to support, advice and assist if a pupil is being questioned or detained by the police,

### Confidentiality

Students are actively encouraged to raise personal and general concerns with members of staff and senior students (particularly Prefects and Peer Mentors) and seek advice in confidence.

It is important to note, however, that such discussions, whilst remaining confidential in nature, must take into account a full appreciation of duty of care. This means that information may have to be shared with senior members of staff or parents on a need to know basis - not as a breach, but as an extension of a confidence given.

This aspect of the policy applies if there is a risk of an individual becoming a danger to himself or others. In such a situation a student is counselled and, if at all possible persuaded, that it is desirable for a confidence to be shared with others.

Equally, whilst the College pays due regard to GDPR, some situations which have a safeguarding dimension do not necessarily fall within its remit. In this, as in all matters, the College's primary priority is the safety and interests of the child.

All staff with tutor responsibility, the Ministry Team, Chaplain and Counsellor have very particular roles in being available to all members of the community and in the case of the last mentioned, to offer confidential counselling.

**CONFIDENTIALITY CANNOT BE GUARANTEED IN RESPECT OF CHILD PROTECTION ISSUES.**

### EYFS (Early Years Foundation Setting)

The practitioner responsible for safeguarding in the Early Years setting is Mr Kevin Boland DSL for the Prep School.

In the EYFS pupils are not allowed to use mobile phones or cameras in school. Staff are required to use school mobile phones and cameras where possible to capture images. However, there may be occasions when a moment arises deserving of a photograph or video and staff may only be able to capture this on a personal device e.g. camera or mobile phone. It is legitimate to take the image but staff must then ensure that this is notified to a line manager and DSL and made available for scrutiny. Pictures or moving images taken of the children in the setting on any camera must be downloaded onto the school's secure network, emailed to a school account or tweeted on a school page as soon as possible and deleted from the device immediately on downloading ('Tweet and delete'). The use of mobile phones in the setting to send or receive messages and phone calls by any member of staff, parent, visitor or pupil is also not permitted while the children are in the setting. When children in the EYFS setting go on a school trip, the school camera should be used to capture images of the children. Any volunteer helpers on the trip are made aware of this requirement before the trip commences.

## **Section 4 Roles, Responsibilities and Training**

Training needs are assessed periodically. The nature and intensity of training required depends upon the number and type of child protection issues experienced by the College.

### All Staff

All Governors, staff and volunteers have a responsibility in school to be alert to the symptoms and triggers of abuse and neglect or other safeguarding concerns, to share information and to work together to provide a safe environment where children can learn.

All new staff complete online Level 1 CP training prior to joining the school and take part in the induction training throughout their first term (including reading school policies on Safeguarding, Staff Code of Safe Conduct, Behaviour, Whistle Blowing, ICT Acceptable Use, Behaviour, Children Missing Education, Online Safety and DSL role and identity). Induction training also covers online safety, including expectations, roles and responsibilities in relation to filtering and monitoring. The School ensures all potential new staff are subject to a "digital screening" process prior to interview. They are informed of this when shortlisted. All staff read Part 1 of KCSIE with each new update, and sign to say they have done so and understand the contents (records retained by the HR Manager). In addition, all staff receive regular training in Child Protection, Prevent and Online Safety, including understanding of the expectations, roles and responsibilities in relation to filtering and monitoring. Formal safeguarding training takes place at least annually as part of the INSET cycle and is further supported through regular refreshers led by the DSLs e.g. online courses, scenarios, policy sign off, covering all types of abuse as outlined in KCSIE as well as school specific needs, for example a focus on filtering and monitoring as part of the roll-out of devices. It also includes

issues which are pertinent to girls such as Female Genital Mutilation and Forced Marriage. External coaches, invigilators and peripatetic teachers are provided with basic training on safeguarding procedures.

Any member of staff with an issue or concern relating to the welfare of a child must discuss it with the DSL as soon as possible. Everyone who comes into contact with children and their families has a role to play in safeguarding children. School staff are particularly important as they are in a position to identify concerns early and provide help for children, to prevent concerns from escalating. Staff work with social care, the police, health services and other services to promote the welfare of children and protect them from harm, including providing as much information as possible as part of referral processes.

Staff must also understand that this responsibility applies not only to children at risk of significant harm but to those considered to be a “child in need”. Such a child needs support to maintain a reasonable level of health or development, and prevent problems escalating. Options include early help assessment, pastoral support and referral to children’s social care, depending on the situation. Where there is an immediate concern, all staff are empowered to act.

Staff must understand that they are under a legal duty regarding child protection:

- a. To protect children from abuse and promote their welfare;
- b. To be aware of the possibilities which exist for child abuse and to be conversant with the College’s practice and policy on child protection and adopt an “it could happen here” approach;
- c. To be trained in child protection procedures through appropriate induction training and regular refresher training;
- d. To know how to access and implement the College guidance and procedures, independently if necessary;
- e. To understand that they are not expected to be experts at diagnosis;
- f. To appreciate that in dealing with a child protection issue they are to remain as objective as possible;
- g. To never assume they know in which categories the children are at risk;
- h. To record information, contemporaneously, verbatim, if possible. Not to prompt, lead or suggest information to the child;
- i. To refer to the school’s DSL (or in his/her absence, the deputy or other key staff) as immediately as possible;
- j. In the case of allegations brought against a colleague to refer this to the Headmaster immediately, who then informs the LADO/Designated Officer; (both low level and harms tested concerns)

- k. In the case of the allegation being made against the Head , the Chair or Safeguarding Governor must be informed immediately, who then informs the LADO/Designated Officer.

**All child protection/safeguarding concerns, discussions,decisions made and the reasons for those decisions and any outcomes must be recorded on the CPOMS online system. Staff should discuss with the DSLs if in any doubt about the recording requirements.**

If, at any point, there is a risk of immediate serious harm to a child, a referral must be made to children's social care or the police immediately. Parental consent is not needed. All staff know that any person can make a direct referral, using the contact details in Appendix 2 of this document. However, usually this is directed through the DSL (see below).

In exceptional circumstances where a DSL is not available, appropriate action should not be delayed. Staff members making a referral should consider speaking to a member of CLT or take advice from local children's social care. Any action taken should be shared with the DSL as soon as practically possible. All staff are clear that they are empowered to refer if necessary. Further, if after a referral, a child's situation does not appear to be improving, the staff member with concerns should press for re-consideration either through the agency or the DSL or by further contact personally with social services. Concerns should always lead to help for the child at some point. Providing early help is more effective in promoting the welfare of children than reacting later.

Early help means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years. Early help can also prevent further problems arising, for example, if it is provided as part of a support plan where a child has returned home to their family from care. Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care, and if appropriate the police, is made immediately.

Effective early help relies upon the school engaging and working with local agencies to:

1. identify children and families who would benefit from early help;
2. undertake an assessment of the need for early help; and
3. provide targeted early help services to address the assessed needs of a child and his/her family which focuses on activity to significantly improve the outcomes for the child.

Local authorities, under section 10 of the Children Act 2004, have a responsibility to promote inter-agency cooperation to improve the welfare of children.

Staff must understand that they may be required to support other agencies and professionals in an early help assessment. This responsibility may involve liaising with the



DSL, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment. Such early help assessments, such as the Common Assessment Framework, should identify what help the child and family require to prevent needs escalating to a point where intervention would be needed via a statutory assessment.

It must be remembered that the Data Protection Act is not a barrier to sharing but provides a framework to ensure that personal information about living persons is shared appropriately.

All staff and volunteers must feel able to raise concerns about poor or unsafe practice and potential failures in the College's safeguarding regime and that such concerns are taken seriously by the College Leadership Team. Concerns must be taken to the DSL and recorded and dated. The DSL will raise the concern at Leadership level for discussion. The staff member must feel confident that when this happens a formal response is communicated within a reasonable time scale. If a staff member feels that the response is not forthcoming within a reasonable time scale the matter is to be raised with the Head for response.

#### Permanent, temporary, voluntary and supply staff training

Permanent, temporary, voluntary and supply staff are made aware of the child protection arrangements and procedures in place within the College through induction in the form of:

- a. a presentation by one of the DSLs re the safeguarding arrangements at the College
- b. the College Safeguarding Policy (indicating the names of the DSLs)
- c. the Staff Code of Safe Conduct
- d. the Whistleblowing Policy
- e. Part one of KCSIE
- f. the ICT Acceptable Usage Policy
- g. the Behaviour Policy
- h. Children Missing Education Statutory Guidance
- i. E-safety Policy

#### Designated Senior Leader (DSL)

The DSLs are members of the College Leadership Team. Care is taken to ensure that they can complete their role effectively. The DSLs, including deputies, complete Level 3 CP training every two years in addition to other CPD opportunities including online safety and inter-agency training.

The main responsibilities are outlined below:

- a. To ensure that all staff know the **nominated individuals** responsible (and in his/her absence the Deputy DSL or Head) for Safeguarding issues;

- b. To be available to all staff for consultation on child protection issues, including online safety;

To take lead responsibility for safeguarding and child protection (including online safety and understanding the filtering and monitoring systems and processes in place).

- c. To seek advice from relevant authorities and co-ordinate action where child abuse is suspected, to include whether or not the child is recorded on the Child Protection Register;
- d. To report to the appropriate agency any allegation of abuse within 24 hours of the decision being made to report;
- e. To liaise with those Safeguarding Officers appointed by the different authorities with which the school may need to form a relationship over safeguarding issues and the (Local Area) Designated Officer for Hertfordshire as appropriate;
- f. To facilitate ongoing and regular training on safeguarding for all staff at the College;
- g. To review the College's Policy on safeguarding (as well as the Bullying and related policies) with the Head, Link Governor and College Leadership Team on an annual basis and present changes for ratification to the Governors' Education, Strategy and Policy committee who then recommend it to the full Board for adoption at the next full Board meeting;
- h. Where appropriate to take part in child protection conferences or reviews. In the case of non-attendance to ensure that a key member of staff attends. Where this is not possible, to provide a written report to the conference from the College;
- i. To maintain records of relevant information on CPOMS (except historic files, which are stored separately and securely) and to disseminate information about the child as appropriate;
- j. To inform the relevant authorities when a child moves to another school and to share any child protection files within 5 days of transfer with the new school in line with Annex C of KCSIE.;
- k. To inform CME (Children Missing in Education) when a child moves or is withdrawn from the College at any stage of the school year, with the exception of students not returning to 6<sup>th</sup> Form (post-16);
- l. To raise staff awareness and confidence of safeguarding (including online safety) procedures and to ensure new staff are aware of these procedures through induction training and specifically the new staff seminar programme.

### Governing Body Responsibilities

The Governing Board must ensure it complies with its duties as defined by legislation. It must also have in place appropriate protocols and procedures to ensure policies related to safeguarding and its effectiveness are in place and that the relevant training required by staff is effective and complies with the law at all times. All governors must complete appropriate safeguarding and child protection (including online) training at induction. This

equips them to support robust whole College approach to safeguarding. Training is regularly updated.

The Governors must ensure that the College contributes to inter-agency working to include local authorities and any interagency safeguarding procedures as may be set up by safeguarding partners in line with the statutory guidance Working Together to Safeguard Children 2018. Governors are aware of their obligations under the Human Rights Act 1998 and the Equality Act 2010.

A nominated and sufficiently qualified member of the Board of Governors, Mrs Ruth Loveman is identified as the Child Protection lead Governor to liaise with local authorities and partner agencies on issues of Safeguarding and in the event of allegations of abuse made against the Head.

The Governors ensure that opportunities are found through teaching and learning, on-line and generally as an element of a broad and balanced curriculum that students experience safeguarding education.

The Governors must also take steps to ensure that

- a. individuals who pose a risk of harm to students are not employed;
- b. procedures are in place to manage allegations against staff members and volunteers;
- c. procedures are in place to manage allegations against other children.

The Governors must ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual children by ensuring that there are systems in place for them to express their views and provide feedback.

## **Section 5      Child Abuse: Nature, Categories and Definitions**

There are four main categories: Physical, Emotional, Sexual and Neglect: Definitions are taken from "Working Together to Safeguard Children 2018"

**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. They may be abused by an adult or adults or another child or children, commonly called child-on-child abuse. All staff are aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. SEND students can be particularly vulnerable to abuse, including child-on-child abuse and their additional barriers to recognising abuse or neglect with these children, including assumptions regarding indicators of possible abuse (i.e. behaviour, mood, injury) as relating to the child's condition without further exploration. Abuse can take place online and

technology may be used to facilitate offline abuse. Other groups of students who can be especially vulnerable to abuse include; those at risk of FGM or forced marriage, those at risk of CSE, those who run away or go missing. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nudes images and/or videos can be signs that children are at risk. Detailed advice about the sharing of images can be found at: <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

Staff should be clear to understand that in disclosure of alleged abuse cases they are not making a diagnosis, only receiving concerns. None of the signs listed below may actually prove that a child is being abused and these indications should not be taken as proof. They MAY be indicators, which when put into context, provide justification for action.

### Physical Abuse

This is the physical injury to a child where there is definite knowledge or reasonable suspicion, that the injury was inflicted or knowingly not prevented. This can include for example, non-accidental cuts, hitting, shaking, throwing, bruises, wounds, burns fractures, bites, poisoning, attempted drowning, attempted suffocating, or otherwise causing physical harm. Physical harm may also be caused when an adult fabricates the symptoms of, or deliberately induces, illness in a child.

Possible signs of physical abuse are:

- Unexplained injury or refusal to explain or discuss them
- Cigarette burns
- Long bruises (possibly made by a belt)
- Teeth marks
- Fingertip / nail / slap marks or bruises
- History of bruises / injuries with inconsistent explanations
- Bilateral black eyes
- Self-destructive comments, possibly repeated, or tendencies
- Aggression towards others
- Untreated injuries
- Fear of medical treatment
- Unexplained or unaccounted for patterns of absence (to avoid exposure of injury).

### Emotional Abuse

This category deals with 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 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.

Its diagnosis will require medical, psychological, psychiatric, social and educational assessment. It is accepted that all abuse involves emotional abuse but this category supersedes only when it is the main or the sole form of abuse.

Possible signs of emotional abuse are:

- The child is developmentally delayed
- Inappropriateness of social responses
- Self-mutilation
- Extreme passivity or aggression
- Truancy from school or running away from home
- Drug or solvent abuse (either in the child or in its principle carer/s)
- Excessive fear of situations of people
- Social isolation
- Depression
- Pressure (possibly when carers are unstable emotionally or behaviourally)

### Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person (legally under 18) to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

The key elements in any definition of sexual abuse are:

- a. The betrayal of trust and responsibility
- b. Abuse of power for the purpose of the sexual gratification of the abuser
- c. The inability of the child to consent.

Possible signs of sexual abuse are:

- Depression, suicidal tendencies, self-harming
- Anorexia or bulimia
- Acting in a sexually inappropriate manner towards adults/peers
- Pregnancies
- Truancy/ running away from home
- Seeking guidance for a “friend with a problem of abuse”.
- Sexually abusing a younger child / sibling
- Sudden changes in school or work habits
- Fear of people
- Abnormal precociousness or aggression
- Chronic medical problems (stomach pains / headaches)
- Withdrawal, excessive self-isolation
- Genital / abdominal or anal injury or pain
- Reluctance to undress for Games/PE
- Sexually transmitted diseases

Under no circumstances can under-age sex issues remain secret. In the case of a disclosure of sexual abuse, the referral to the social services will action contact with the police.

### Neglect

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

Possible signs of neglect are:

- Failure to thrive (looks thin, emaciated, unwell, below average height, weight)
- Unusual hunger
- Has regular accidents especially burns
- Poor personal hygiene
- Avoidance of school medicals
- Tiredness
- Reluctance to go home

- Poor social relationships
- Frequent lateness / non-attendance
- Inappropriate clothing

### Mental Health

All staff should be aware that mental health and behaviour problems can be an indicator that a child has suffered, or is at risk of suffering, abuse, neglect or exploitation. Staff are well placed to observe children's behaviour however only appropriately trained professionals should attempt to make a diagnosis. If staff have a mental health concern that is also a safeguarding concern, immediate action should be taken, following the procedures detailed in the Flowchart 1 of this document. More information can be found in [Mental Health and Behaviour in Schools Guidance](#).

## **Section 6      Specific Types of Safeguarding Concerns**

### Radicalisation

The Counter-Terrorism and Security Act 2015, Prevent 2015 and KCSIE place a duty on schools and therefore staff members to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). The Act also places a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, and arrange for support to be provided to those individuals. The Act requires partners of Channel panels to cooperate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate. Schools are listed in the Act as partners of the panel.

The College takes seriously its responsibilities with regard to tackling extremism and preventing radicalisation (including via online activities) and addresses these matters through the curriculum and pastoral programmes for the students. It undertakes the necessary training and guidance required for staff to be able to respond appropriately.

A separate policy "Prevent and Extremism" provides the detail of response in full to safeguard our students. Additional support is also available to schools in the form of e-learning modules produced by the Department for Education

### Child Sexual Exploitation & Child Criminal Exploitation

Both CSE and CCE are forms of abuse where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Power imbalance can be due to a range of factors including age, gender, sexual identity, cognitive ability, physical strength, status, economic or other resources. CSE can involve violent, humiliating and degrading sexual assaults. Both boys and girls can be victims,

although indicators of CSE and CCE may not be the same. Children who are being criminally exploited may be at higher risk of being sexually exploited. In some cases, young people are persuaded or forced into exchanging sexual activity for something the victim needs or wants, such as money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. CSE can apply to 16 and 17 year olds, who can legally consent but may not realise that they are being exploited. Abuse can be perpetrated by group or individuals, both boys and girls and children or adults, including family members. If the latter, then siblings may need additional support, Child Sexual Exploitation may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. Occurrence can be over time or as a one-off and may be without the child's immediate knowledge. A significant number of children who are victims of sexual exploitation go missing from home, care and education at some point.

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to serious violent crime or to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. The College is vigilant to absence or behaviour arising as a result of this issue and liaises with the Police and other specialist agencies in the event of concerns. All staff should be aware of indicators which may signal that children are at risk from, or are involved with serious violent crime.

Some of the following signs may be indicators of sexual or criminal exploitation. Those who:

- appear with unexplained gifts or new possessions;
- associate with other young people involved in exploitation;
- have older boyfriends or girlfriends;
- show a significant decline in performance at school
- suffer from sexually transmitted infections or become pregnant;
- show signs of self-harm or suffer from changes in emotional well-being;
- show signs of assault or unexplained injuries
- who misuse drugs and alcohol;
- go missing for periods of time or regularly come home late; and
- regularly miss school or education or do not take part in education.

Risk factors which increase the likelihood of involvement in serious violence include being male, frequent absence or permanent exclusion from school, experience of child maltreatment or involvement in offending, such as theft or robbery.



### Honour Based Abuse

So-called 'honour-based' abuse encompasses crimes which have been committed to protect or defend the honour of the family and/or the community. All forms of this are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff are to speak to the DSL. If staff have a concern regarding a child that might be at risk of HBA they should activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

### Female Genital Mutilation and Forced Marriage

Female Genital Mutilation (FGM) is the collective name given to a range of procedures involving the partial or total removal of external female genitalia or other injury to the female genital organs. It has no health benefits and harms girls and women in many ways. FGM is carried out on girls of any age, so school staff are trained to be aware of risk indications. Many such procedures are carried out abroad and staff should be especially alert to concerns expressed by girls about long holidays abroad in the summer. Forced marriage, and practices such as breast ironing are all forms of abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt staff should speak to the DSL. In addition, there is a specific legal duty to teachers in relation to FGM. If a teacher discovers that an act of FGM appears to have been carried out on a girl under 18, the teacher must report it to the Police.

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA or FGM, or already having suffered HBA or FGM.

### On-Line Safety

Given the increasing trend to work online, it is essential students are safeguarded from potentially harmful and inappropriate online material. The College has filters and appropriate monitoring systems in place, which are reviewed annually. These block harmful and inappropriate content without unreasonably impacting teaching and learning. In addition, key members of staff including DSLs receive very regular reports to help meet the safeguarding needs of students.

Online safety is taught as part of safeguarding, through teaching and learning opportunities. All members of staff should regard internet activity as a safeguarding matter by ensuring that recommended sites and research areas are appropriate, within a general awareness of the potential for online abuse including grooming, child sexual exploitation, cyber-bullying and online radicalisation, among other harmful online activities. We recognise that online abuse can occur wholly online or be used to facilitate abuse in real life. In the Pastoral Programme and IT lessons, students are taught how to keep themselves safe online. Teachers have a responsibility to educate parents as well as students about the potential dangers that are present online.

The breadth of issues within online safety can be categorised into four areas of risk:

1. **content:** being exposed to illegal, inappropriate or harmful material
2. **contact:** being subjected to harmful online interaction with other users
3. **conduct:** personal online behaviour that increases the likelihood of, or causes, harm.
4. **commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

The College recognises that students and staff are able, via their personal devices and mobile phone networks, to access materials which cannot be limited or restricted. As such, the behaviour policy (for students) and the Staff Code of Safe Conduct detail safeguards for use of personal devices whilst in school.

Further guidance can be found in the E-safety Policy for Staff and ICT Acceptable Use and E-safety for Students (includes mobile phones).

#### Children Missing Education

All children, regardless of their circumstances, are entitled to a full time education, which is suitable to their age, ability, aptitude and any special educational needs they may have. Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues. Analysis of attendance data and liaison with parents takes place regularly in order to reduce the risk of children missing education in the future. A child going missing from education is also a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation, radicalisation forced marriage or FGM. The Admissions Office ensure that new students are added to the School Roll on arrival and onto the MIS system. Attendance is then monitored and where issues arise, parents and the local authorities are notified as appropriate. When students leave the school, they are removed from the Roll and the local authorities are notified with their intended destination. Unexplained or prolonged absences are followed up via phone calls and if contact cannot be made, the local authorities are informed. As far as possible, we hold more than one emergency contact number for each pupil, so that contact is facilitated.

#### Child Abduction and Community Safety Incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

### Domestic Abuse

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. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. The College liaises with the Police and other agencies in cases of domestic abuse to support the students concerned.

### Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children.

### Children with family members in prison

Hundreds of thousands of children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health.

### Modern Slavery and the National Referral Mechanism

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

### Cybercrime

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

### Homelessness

Homeless or being at risk of becoming homeless presents a real risk to a child's welfare. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

## Section 7 Child-on-child Abuse (including bullying)

All staff must be aware that safeguarding issues can manifest themselves via child-on-child abuse. This is most likely to include, but not limited to: bullying (including cyber bullying, prejudice based and discriminatory bullying), physical abuse (including hitting, kicking, shaking, biting, hair-pulling or otherwise causing physical harm), sexual abuse including in intimate personal relationships, verbal abuse e.g. racist, sexist or homophobic remarks, threats or name-calling; and emotional abuse e.g. isolating an individual from activities and social acceptance of the peer group, sexual violence/harassment, causing engagement in sexual activity without consent (such as forcing someone to strip, touch themselves sexually or engage in sexual activity with a third party), consensual/non-consensual sharing of images, , upskirting and initiation/hazing type violence. It may include an online element which facilitates, threatens or encourages abuse. Both perpetrators and victims can be of either gender (although it is statistically more likely that girls will be victims and boys perpetrators), and child-on-child abuse can happen both inside and outside school, and online. SEND students are more prone to child-on-child abuse, bullying (including prejudice-based bullying) and isolation than other children. There is the potential for these students to be disproportionately affected without showing outward signs and communication barriers/difficulties can exist in managing/reporting these incidents. In any school, it is important to remember that even with no cases of child-on-child abuse, it may still be taking place and is not being reported.

Upskirting typically involves taking a picture or video under a person's clothing without their knowledge, with the intention of viewing their genitals or buttocks for sexual gratification or to cause the victim distress or humiliation. Victims may be male or female, adults or children. This is now a criminal offence, as is the taking or sharing of nude photographs of people under eighteen.

Staff must be clear that the activities above are unacceptable and not to be tolerated, or passed off as "banter", "just having a laugh", or "part of growing up", They are instead to be investigated fully and responded to befitting the nature and seriousness of the abuse.

It is the responsibility of all staff to help prevent and respond to child-on-child abuse in line with school policy. All staff are therefore given training to respond appropriately, manage effectively and report sexual violence or sexual harassment. Students are made aware that this form of abuse can have legal consequences. In order to minimise child-on-child abuse, staff and students are educated directly and indirectly through the school ethos, Pastoral Programme and counter-bullying measures.

In dealing with abuse by one or more student against another student (and where appropriate) staff are trained to:

1. Respond immediately and directly, with the explanation as to why this type of behaviour is not acceptable
2. Inform the DSL, via a write-up on CPOMS, and follow the referral process as per Flowchart 1 of this document. If in any doubt, speak with the DSL
3. Encourage all students to talk to or confide in a member of staff about any instances that make them feel uncomfortable or threatened
4. Reassure victims that they are being taken seriously, and will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting abuse, sexual violence or harassment.
5. Respect confidentiality where appropriate. However, the child is informed that it may be necessary to disclose the information to other people in order that appropriate action can be taken
6. Ensure that children should know that making staff aware of a problem is not 'sneaking' or 'telling tales' etc. and should be reassured that they are not being disloyal to their peers
7. Always discourage retaliation
8. Where appropriate, inform parents and put in place appropriate disciplinary proceedings
9. Monitor those involved (perpetrator, victim and any others) and check periodically to ensure that all are being supported and the abusive situation not returned to in any respect.

Local agencies are included in the response to cases where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm.

## **Section 8      Dealing With Disclosures Of Being Abused, Exploited or Neglected**

**REMEMBER:** The determination as to whether or not abuse has taken place is a task for the professional child protection agencies, following a referral from the DSL. However, all staff must understand their responsibility to act immediately if they have any concern for the welfare of a child.

### **PROCEDURE: RECEIVE, REASSURE, REACT, EXPLAIN & RECORD**

#### Receive Information

- Remain objective: until other agencies are brought into operation, the child is simply alleging that something has taken place. It may be the case that the child has an ulterior motive in making an allegation.

- Accept what you are told: it is not your responsibility to investigate its truth or otherwise decide if the information is correct.
- Listen without reaction, particularly without displaying shock or disbelief. To do so could affect the child and prevent the disclosure of information.

### Reassure The Child

- Acknowledge the child's courage and strength in deciding to disclose the information. The step of disclosure is in itself often the most difficult for a young person to take and will have been the subject of a great deal of thought before being any where near confident of doing so.
- Remind them that they are not to blame for what is happening: the child is the victim and often has a very low self-esteem because of this. However, do remember that the alleged perpetrator is often a person that the child loves and respects so to criticise their conduct will be counter-productive. It is vitally important to suspend any form of judgement.
- Do not promise confidentiality: given that the safety of the child is paramount, a member of staff cannot give the cast-iron assurance that the information presented does not need agency investigation. To offer such a commitment and to renege on it would break the trust between the student and the school. This would become a complicating factor in having to work with the parents and children at a later date should abuse be proven
- Do not promise that everything will be all right. This obviously may not be true and to heighten expectations can be as devastating as to the outcome of the allegations.

### React

This is the most skilled part of the initial disclosure of allegation:

- Respond to what the student has said but do not interrogate.
- Avoid leading questions such as: "Was it your father?" "Did this take place on Tuesday when you were away?" Defence counsel in a subsequent court case to show that the staff member "contaminated" the child's evidence can use questions posed in this way.
- Questions must be open ended e.g.  
 "Do you want to tell me anything else?"  
 And? Who did this? When was this? How did it happen?  
 Any other things you want to tell me?  
 Could you go over the detail again to see if you have forgotten anything?

**TED** questions can be usefully applied

T = tell me what happened

E = Explain to me what happened

D = Describe to me what happened

Never ask WHY

Reflect/seek clarification as outlined in the last question. If the situation allows this at all it will be helpful in enabling you to decide whether this is a child protection issue or not e.g. “Can I be clear about the detail of what you are saying?”

There is a careful judgement to be made in ensuring that you have enough information to make an appropriate referral and allowing a young person to talk without being silenced, whilst making sure that you do not inadvertently lead the child, perhaps by assumption and unintentionally, by the nature of the question. For example, asking: “Were you sitting up or lying down when this happened?” contains the answer to the question. “What was the position you were in?” allows the information to unfold.

### Explain

What you intend to do next. This must focus on the process the College adopts and contacting the designated person within the school

### Record

- Make brief notes. This must be done as soon as possible after the meeting and within one hour of the disclosure. This may be possible in the meeting itself but it would be advisable to ask permission of the child in the first instance
- Write up your notes in full on CPOMS. Use the exact words of the child as much as possible. Note the questions you may have asked with the response under them. Describe observable behaviours ( physical agitation, crying, silences) etc
- Share with the DSLs and relevant key staff (HoH, nurse etc)

## **Section 9 Allegations Against College Staff or Concerns relating to Out of Hours Providers**

(See Employee Whistleblowing)

All staff have a role in creating and ensuring a culture of openness, trust, and transparency within the College. Sharing information ensures the College values and expected behaviours are lived out day-to-day by the whole community.

Allegations against members of staff (including supply staff, volunteers and contractors) must be treated with the same professional regard as those made against others. It is recognised that abuse does take place in the context of schools, although fortunately this is infrequent.

It may be that allegations are falsely made. Staff should feel that they will be treated fairly and according to clearly set out procedures which will give them confidence that abuse and false allegations will be dealt with. Staff must protect themselves especially when meeting

on a one-to-one basis with students and should bear in mind that even perfectly innocent actions can sometimes be misconstrued (please refer to the Staff Code of Safe Conduct).

In addition, staff should understand that, under the Sexual Offences Act 2008, it is an offence for a person over the age of 18 to have a sexual relationship with a person under 18, even if the relationship is consensual. This means that any sexual activity between a member of school staff and a pupil may be a criminal offence, even if the pupil is over the age of consent. Furthermore, a sexual relationship with any pupil is likely to fall within the definition of abuse of trust, leading to the most serious disciplinary action.

#### Managing Allegations that meet the Harms Test

Managing accusations of abuse against staff members, including volunteers, supply staff and contractors, is the sole responsibility of the Head and not the DSL. If the allegation is against the Head, the matter must be taken directly to the Chair of Governors/Safeguarding Governor who will liaise with the local authority and/or partner agencies. **This must happen without informing the Head.** The Chair of Governors can be contacted via his/her College email address at mcgovern.k@stcolumbascollege.org. If reporting an allegation to the Head or school proprietors could create a conflict of interest, the allegation must be made directly to the local authority designated officer. If the allegation is levelled at the DSL, this must be reported to the Headmaster immediately. In any case, the DBS and TRA will be informed as appropriate.

As such there are a number of sensitive issues to manage:

- 1 the welfare and rights of the child
- 2 the rights of the member of staff involved
- 3 the reaction of the parents

All three require equal degrees of sensitivity.

For this reason, before any investigation is embarked upon, the matter will be referred to the Designated Officer whose advice will be acted upon. Such allegations will be reported to the Designated Officer immediately (and within one working day at the latest). The College will not undertake its own investigation of allegations without prior consultation with the Designated Officer and in the more serious cases consultation with the police (as determined by the Designated Officer). Employers of all supply staff and contractors will be notified of any concerns so that they can identify any patterns of behaviour. If an investigation of a member of staff results in dismissal (or would have done), the DBS is informed. If an allegation is substantiated and the individual has behaved in a way which has harmed or is likely to harm a child, a referral to the DBS will be made. In the case of serious professional misconduct, the College will consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency). Any findings of professional misconduct are shared with the TRA.

#### Low Level concerns



Concerns that do not meet the harm threshold are referred to as 'low level concerns' however they remain significant. Example of low level concerns include the use of inappropriate language, unprofessional behaviour, over familiarity or showing favouritism to pupils. These concerns must be reported to the same person outlined for those that do meet the harms test, to help maintain professional boundaries and minimise potential risk to children. Reports of such concerns will be handled sensitively and proportionately with the primary aim to strengthen the College's safeguarding systems and support individuals to correct behaviour at an early stage. Following a report, the Head would collect as much evidence as possible, where possible, speaking with the person raising the concern, the individual involved and any witnesses. All concerns raised will be recorded, including the details of the concern, the context in which it arose, and any action taken. The name of the person reporting the concern will be noted, respecting their wish to remain anonymous as far as possible. All records will be stored securely and remain confidential. Records will be reviewed by the Head and relevant CLT in order to identify any patterns of behaviour that need responding to, including potential internal disciplinary or referral to the LADO if the harms threshold is met. Records are also be reviewed to help identify any wider cultural issues that could be addressed through policy or staff training to minimise reoccurrence. Low-level concerns which are shared about supply staff and contractors should be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified.

Additionally, the College recognises that there needs to be due regard for safeguarding when out of hours providers are using the College site. Therefore, for the use of College premises for non-College activities -

- We will undertake background checks on the provider and ensure they are compliant with College safeguarding procedures, such as reporting safeguarding incidents and signing in procedures.
- We will seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place and, where necessary, inspect them.
- We will ensure that safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

As with any safeguarding allegation, the safeguarding policies and procedures, including informing the LADO, apply when made against organisations or individuals using school premises.

## Appendix 1 Professional Guidance Contacts

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example the [TES](#), [MindEd](#) and the [NSPCC websites](#). Staff can access government guidance as required on the issues listed below via GOV.UK and other government websites:

- [bullying including cyberbullying](#)
- [Child Abuse](#)
- [children missing education](#) – and Annex B
- [child missing from home or care](#)
- [child sexual exploitation \(CSE\)](#) – and Annex B
- [County lines toolkit for professionals](#)
- [domestic violence](#)
- [drugs](#)
- [Educate Against Hate](#)
- [fabricated or induced illness](#)
- [faith abuse](#)
- [female genital mutilation \(FGM\)](#) – and Annex B
- [forced marriage](#)- and Annex B
- [gangs and youth violence](#)
- [gender-based violence/violence against women and girls \(VAWG\)](#)
- [hate](#)
- [Harmful online challenges and hoaxes](#)
- [mental health](#)
- [missing children and adults strategy](#)
- [private fostering](#)
- [preventing radicalisation](#) – and Annex B
- [relationship abuse](#)
- [Sexual abuse support](#)
- [Sexual violence and sexual harassment between children in school and colleges](#)
- [sexting](#)

- [trafficking](#)
- youth [violence](#)
- <https://www.gov.uk/government/publications/keeping-children-safe-in-out-of-school-settings-code-of-practice/keeping-children-safe-during-community-activities-after-school-clubs-and-tuition-non-statutory-guidance-for-providers-running-out-of-school-settings>

## Appendix 2

### Safe Guarding Contacts Register

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#### Herts Local Authority Listing of Contacts

To ensure most current contact information please check against this register by clicking through to [http://hertsscb.proceduresonline.com/chapters/pr\\_contacts.html](http://hertsscb.proceduresonline.com/chapters/pr_contacts.html)

1. Clear Risk of Concern / Need
2. CAFCASS (Children and Family Court Advisory and Support Service)
3. CAMHS (Child and Adolescent Mental Health Services)
4. CHANNEL Mogo
5. Children's Services
6. Child Missing in Education (Departures from school)
7. Children's Services Emergency Duty Team
8. County Lead Behaviour and Attendance
9. CRI (Crime Reduction Initiative)
10. Customer Service Centre/Targeted Advice Service (CSC/TAS)
11. Child Protection Conference Reports
12. Hertfordshire Domestic Violence/Abuse Line
13. Hertfordshire E-Safety Advisor
14. Hertfordshire Family Information Service
15. Hertfordshire Safeguarding Children Partnership (HSCP)
16. Independent & Private Schools
17. Joint Child Protection Investigation Team (JCPIT)
18. Designated Officer
19. NHS Trust Designated Doctor and Designated Nurse Safeguarding Children
20. NSPCC
21. Ofsted
22. Parent Partnership Hertfordshire
23. Police
24. Probation
25. Substance Misuse Teams/Community Drugs Team
26. Victim Identification Unit
27. Youth Connexions

<b>Clear Risk of Concern (Immediate Need)</b>	
Children's Services: Safeguarding and Specialist Services	0300 123 4043
<b>CAFCASS (Children and Family Court Advisory and Support Services)</b>	
Local Office: Stevenage Address: Bayley House Sish Lane Stevenage SG1 3SS Office Telephone Number: 0300 456 4000 CAFCASS website <a href="https://www.cafcass.gov.uk/">https://www.cafcass.gov.uk/</a>	
<b>CAMHS Child and Adolescent Mental Health Services</b>	
Tel: 0300 123 4040 Hertfordshire County Council website	
<b>CHANNEL Mogo</b>	
CHANNEL Mogo website <a href="http://www.channelmogo.org">www.channelmogo.org</a>	
<b>Children's Services</b>	
<b>Head of Child Protection</b> Jo Fisher Tel: 01992 588604 <b>County Lead Behaviour and Attendance</b> Jenny Newman Tel: 01992 555074 <b>Children's Services Customer Service Centre</b> Tel: 0300 123 4043 Written referrals should be addressed to: Customer Service Centre PO Box 153 Stevenage SG1 2GH <a href="mailto:csf.hertsdirect@hertfordshire.gov.uk">csf.hertsdirect@hertfordshire.gov.uk</a> <i>(only to be used for referrals by professionals)</i> Fax: 01438 737355	
<b>Child Missing In Education (Departures from SCC)</b>	

**Children Missing Education**

Support Officer to Central Attendance and Employment Support Team

(8.30 am to 4.00 pm Monday to Friday) Tracey Sainter 01438 844793

Room 134  
Hertfordshire County Council  
Post Point CH0136  
County Hall, Pegs Lane  
HERTFORD  
SG13 8DF

Tel: 01992 556867

The secure e-mail address for Children Missing Education is  
[gillian.goult@hertscc.gcsx.gov.uk](mailto:gillian.goult@hertscc.gcsx.gov.uk) (term time only)

**Children's Services Out of Hours (SOOHS)**

Tel: 0300 123 4043 (out of hours)

Specially trained reception staff are on hand to deal with all calls from 8am to 8pm Monday to Friday and 9am to 4pm on Saturdays (except public holidays). Outside these times, calls are automatically diverted (except textphone/minicom, callers need to redial 01992 632150) to an agency, who can contact the SOOHS on your behalf.

**CRI (Crime Reduction Initiative)**

Drug and alcohol recovery service

**Contact: The Living Room 01727 854 479**

**CRI website**

**Child Protection Consultation Hub 01438 737511**

**Paula Hayden 01992 556710**

The Child Protection processes all enquiries regarding children's social care and directs these enquiries on to either the Targeted Advice Service (TAS), a multi-agency team which provides support with early intervention for children, or the relevant Specialist or Safeguarding Social Care Team.

The following arrangements for enquiries and referrals are in place:

All referrals to children's social care should continue being made using a Single Service Request (SSR) form, and where possible submitted electronically. Forms can be accessed via the **Hertfordshire County Council website**. All urgent referrals should be followed up with a phone call using the Children's Services numbers listed above;

Electronic referrals and enquiries should be sent via

**[protectedreferrals.cs@hertfordshire.gov.uk](mailto:protectedreferrals.cs@hertfordshire.gov.uk)** (*only to be used for referrals by professionals*);

Letters sent to: Customer Service Centre, PO Box 153, Stevenage, SG1 2GH;

**If you suspect that a child may be subject to immediate risk of harm through abuse or neglect, you should still contact the police (999), Children's Services on 0300 123 4043 and/or the Joint Child Protection Investigation Team (JCPIT) on 01707 354000**

#### **Child Protection Conference reports**

The following generic addresses should now be used for the submission of reports to any child protection conference:

Secure address: **[Cpc.reports@hertscg.gcsx.gov.uk](mailto:Cpc.reports@hertscg.gcsx.gov.uk)**

Non-secure (password protect the document and send a separate e-mail with the password contained in the body of the e-mail):

**[Childprotection.unit@hertfordshire.gov.uk](mailto:Childprotection.unit@hertfordshire.gov.uk)**

All reports will be retained.

#### **Hertfordshire Domestic Violence/Abuse Line**

Information and advice line: 08 088 088 08

**Herts Sunflower - Domestic Abuse website**

#### **Hertfordshire E-Safety Advisor**

Herts E-Safety Advisor [info@hertsforlearning.co.uk](mailto:info@hertsforlearning.co.uk)

**01438 845111**

#### **Hertfordshire Family Information Service**

Call: **0300 123 4052** Monday to Friday, 8.30am to 20.00pm from anywhere in Hertfordshire for the cost of a local call (minicom number: 0300 123 4041).

**Herts Direct website (FIS)**

Email: [fis@hertfordshire.gov.uk](mailto:fis@hertfordshire.gov.uk)

#### **Hertfordshire Safeguarding Children's Partnership**

HSCP

Room 152, County Hall,

Hertford,

SG13 3DQ

Tel: 01992 556988

Website: <https://www.hertfordshire.gov.uk/services/childrens-social-care/child-protection/hertfordshire-safeguarding-children-partnership/hscp.aspx>

**ISI (Independent School Inspectorate) Safeguarding Lead**

Department for Education website  
ISI Safeguarding 020 7776 8830

**Joint Child Protection Investigation Team (JCPIT)**

Joint Child Protection Investigation Team (JCPIT) is a specialist team with countywide responsibility for undertaking child protection investigations.

**Designated Officer (formerly known as DESIGNATED OFFICER)**

Secretary : Natalie Naylor  
Tel: 01992 556936 01992 555420  
Work on a duty rota, call Secretary to be advised of daily duty officer

**Designated Doctors  
and Designated Nurse Safeguarding Children**

**Designated Doctor**  
Peace Children's Centre Peace Prospect  
Watford  
WD17 3EW  
Tel: 01923 470 606

Dr Olive Hayes

QC262 Howlands Clinic  
New QE11 Hospital  
Welwyn Garden City  
AL7 4HQ  
Tel: 01438 288342

**Designated Nurse Safeguarding Children:**

Jen Sarsby  
Charter House,  
Parkway,  
Welwyn Garden City  
AL8 6JL  
Tel: 01707 685 349

**NSPCC & Helpline**

0808 800 5000  
0800 028 0285  
NSPCC Helpline [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

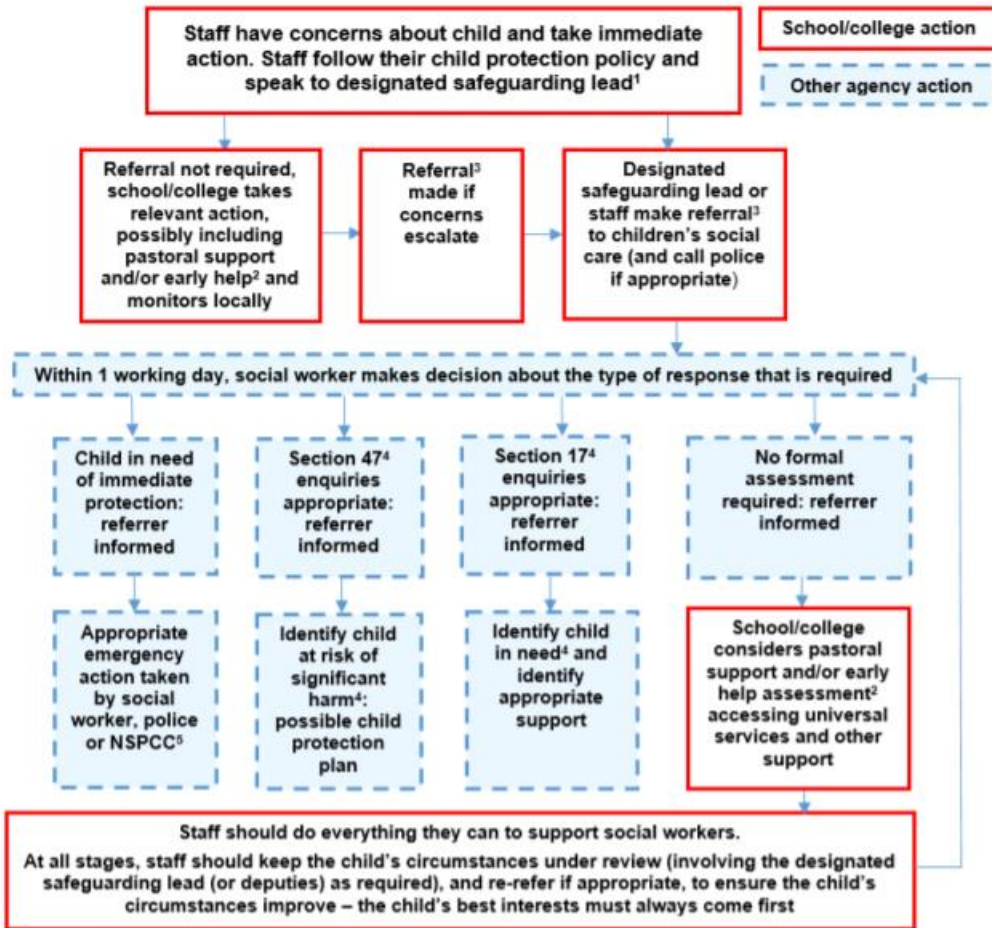


<b>Ofsted</b>
<p>Ofsted  General helpline: 0300 123 1231  <b>Ofsted website (Contact Us)</b>  <b>Compliance, investigation and enforcement:</b>  <b>Ofsted website:</b> <a href="https://www.gov.uk/government/organisations/ofsted">https://www.gov.uk/government/organisations/ofsted</a></p>
<b>Police</b>
<p>Main Switchboard (Police Enquiry Centre) tel: <b>0845 3300 222</b>  Joint Child Protection Investigation Team (JCPIT) normal hours are 08.00-22.00 Monday to Friday &amp; 09.00-17.00 weekends and bank holidays tel: 01707 354 000  Outside of these hours  Emergency calls: <b>999</b>  Non-emergency calls: <b>101</b>  Domestic Violence/Abuse Information and advice line: 08 088 088</p>
<b>Probation</b>
<p>Probation office HQ tel: 01438 747074  <b>MAPPA Manager</b>  Tel: 01707 354858  <a href="mailto:SEEdivisionaloffice.generalenquiries@probation.gov.uk">SEEdivisionaloffice.generalenquiries@probation.gov.uk</a></p>
<b>Substance Misuse Teams /Community Drugs Team</b>
<p>Adolescent - Drug and Alcohol Service for Hertfordshire (A-DASH)  Tel: 01992 531917</p> <p>email: <a href="mailto:A-Dash@hpft.nhs.uk">A-Dash@hpft.nhs.uk</a>  <b>Adolescent Drug and Alcohol Service for Hertfordshire (A-DASH) - Hertfordshire Partnership (NHS) website</b></p>
<b>Youth Connexions (Careers Advice)</b>
<p>Tel: 0300 123 7538  <b>Hertfordshire Connexions website</b></p>
<b>Victim Identification Unit</b>
<p>Child Online Safeguarding Team (COST)  Hertfordshire Constabulary HQ, Stanborough Road, Welwyn Garden City, Hertfordshire.  <a href="mailto:VictimID@herts.pnn.police.uk">VictimID@herts.pnn.police.uk</a></p>

<b>Other</b>
<b>CPSLO (Child Protection Schools Liaison Officer)</b> North Herts, Hatfield, St Albans and Hertsmere Paula Hayden Work 01992 556710 <a href="mailto:paula.hayden@hertfordshire.gov.uk">paula.hayden@hertfordshire.gov.uk</a>

Children's Commissioner	020 7783 8330
Childline	0800 11 11
Local police (emergency)	999
Local police (non-emergency)	101
Independent Schools Inspectorate	0207 600 0100
Hertfordshire Children's Safeguarding Board	0300 123 4043
Preventing Extremism in Schools - Home Office Hotline	0207 340 7264

## Actions where there are concerns about a child



**FLOWCHART OF DISCLOSURE AND BARRING SERVICE CRIMINAL RECORD CHECKS AND BARRED LIST CHECKS**

