Child Protection Policy

Roundwood Park School

Roundwood Park School Child Protection Policy is in line with the quality and standards expected from Hertfordshire Safeguarding Children Partnership (HSCP) and will be monitored by Students, Families and Community Committee. This policy will also be reviewed annually or when new legislation requires changes, whichever is the soonest. This policy is approved by the Governing Board.

Signature *K.A.Baxter.*   Date Agreed: 18.09.25
Headteacher

Signature *Catherine Mann*   Date Agreed: 18.09.25
Chair of Governors

Signature   Date Agreed: 18.09.25
Safeguarding Link Governor

Review Date: September 2026

Date of Last Review: Endorsed by Students, Families and Community Committee. Approved by the Full Governing Board on 18th September 2025

Contents

1. Safeguarding Policy Statement

A whole-school, child-centred approach is fundamental to all aspects of everyday life at Roundwood Park School. In practice this means keeping the child at the centre of decision making in our partnership working with children and their families. As stated in Children Acts 1989 and 2004, the welfare of children is paramount and that they are best looked after within their families, with their parents playing a full part in their lives, unless compulsory intervention in family life is necessary.

We hope that parents and carers appreciate our statutory duty to offer early help support and, depending on the gravity of the situation, protect children in need and who have suffered or otherwise likely to suffer significant harm. The core objective of early help support is to provide support and help as soon as possible to prevent any child from being harmed or placed at risk of harm and therefore halt any escalation where possible. We are also committed to ensuring that we work with agencies, including the Local Authority, to access support and targeted interventions for families to meet this objective.

At Roundwood Park School, we strive to create a culture which enables children to express their wishes, feelings, and talk about anything that is of importance to them. We believe that every child deserves to receive an education within an environment that feels safe to learn and develop. We want our pupils, staff, parents and carers to have confidence and trust in our goals and know that collaborative working is fundamental to create and maintain a child-centred approach to safeguarding.

This policy outlines the commitment to our legal duties to safeguard children, the responsibilities for all of our staff and the specific roles and responsibilities for our key Designated Safeguarding Leads and Governance.

2. Important safeguarding Contacts

School's In-House Contacts

Organisation / Role	Name	Contact details
Designated Safeguarding Lead (DSL)	Hannah Semple (Prevent Lead)	h.semple@roundwoodpark.co.uk
Deputy Designated Safeguarding Lead (DDSL)	Holly Jackson (Mental Health Lead) Tracey McAlinney Paula Cunningham Carl Rowlands Fiona Bridgman Laura Davies Becky Roberts Kevin Norwood Joelle Sweatman Lucy Moxham Jo Davies	t.maclinney@roundwoodpark.co.uk p.cunningham@roundwoodpark.co.uk c.rowlands@roundwoodpark.co.uk f.bridgman@roundwoodpark.co.uk l.davies@roundwoodpark.co.uk b.roberts@roundwoodpark.co.uk k.norwood@roundwoodpark.co.uk j.sweatman@roundwoodpark.co.uk l.moxham@roundwoodpark.co.uk j.davies@roundwoodpark.co.uk
Designated Teacher for Children Looked	Hollie Hall	h.hall@roundwoodpark.co.uk

After (DT for CLA)		
Special Educational Needs Coordinator (SENCO)	Hollie Hall	h.hall@roundwoodpark.co.uk
Chair of Governors	Catherine Marke	governors@roundwoodpark.co.uk
Vice Chair of Governors	Heather Bayne	governors@roundwoodpark.co.uk
Link Safeguarding Governor	Eve Audis	governors@roundwoodpark.co.uk

Non School Contacts

Organisation / Role	Name	Contact details
Local Authority Designated Officer (LADO)	Duty LADO	*Strictly for professionals use only*
Hertfordshire County Council Children's Social Care	Customer Service Centre	Children's Services includes SOOHS (Out of Hours Service-Children's Services) – 0300 123 4043
	Online Referral Portal	*Professionals use only*
Central Bedfordshire Children's Services	Access and Referral Hub	0300 300 8585 (Office Hours) 0300 300 8123 (Out of Hours)
Luton Children's Services	Multi-Agency Safeguarding Hub	01582 547653 (Office Hours) 0300 300 8123 (Out of Hours)
Families First	Families First website, information for parents, carers and professionals Professionals can access support from Families First Coordinators when supporting a family with an FFA or other support in the EH arena	Families First (hertfordshire.gov.uk)
Prevent	Prevent referrals Parent guidance	Prevent Referrals – prevent@herts.police.uk Prevent National Referral Form 2024 Parents' Booklet (educateagainsthate.com)

	Advice line for members of the public	[ACT Early | Prevent radicalisation](#) 0800 011 3764
	Channel helpline	020 7340 7264
NSPCC Helpline	N/A	Call: [0808 800 5000](#) Email [help@NSPCC.org.uk](#).
Police	N/A	Emergency 999, non-emergency 101
Channel Helpline	N/A	020 7340 7264

3. Legislation and Guidance

This policy is based on the Department for Education's (DfE's) statutory guidance [Keeping Children Safe in Education (2024)](#) and [Working Together to Safeguard Children (2023)](#), the [Maintained Schools Governance Guide](#) and [Academy Trust Governance Guide](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners (see section 3).

This policy is also based on the following legislation:

- Section 175 of the [Education Act 2002](#), which places a duty on schools and local authorities to safeguard and promote the welfare of pupils

- [The School Staffing (England) Regulations 2009](#), which set out what must be recorded on the single central record and the requirement for at least 1 person conducting an interview to be trained in safer recruitment techniques

- Part 3 of the schedule to the [Education (Independent School Standards) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school

- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children

- [Hertfordshire Safeguarding Children Partnership \| Hertfordshire County Hertfordshire Safeguarding Children Partnership (HSCP)](#) The three partners (Hertfordshire County Council, Police and Health) have a joint and equal duty to ensure multi-agency safeguarding arrangements are in place at a local level, and organisations and agencies are clear about how they will work together to safeguard children and promote their welfare of children

- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18

- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM

- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children

- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children

- [Statutory guidance on the Prevent duty](#), All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 to have "due regard to the need to prevent people from being drawn into terrorism"

- [The Human Rights Act 1998](#), which explains that being subjected to harassment, violence and/or abuse, including that of a sexual nature, may breach any or all of the rights which apply to individuals under the [European Convention on Human Rights](#) (ECHR)

- [The Equality Act 2010](#), which makes it unlawful to discriminate against people regarding particular protected characteristics (including disability, sex, sexual orientation, gender reassignment and race). This means our governors and headteacher should carefully consider how they are supporting their pupils with regard to these characteristics. The Act allows our school to take positive action to deal with particular disadvantages affecting pupils (where we can show it's proportionate). This includes making reasonable adjustments for disabled pupils. For example, it could include taking positive action to support girls where there's evidence that they're being disproportionately subjected to sexual violence or harassment

- [The Public Sector Equality Duty (PSED)](#), which explains that we must have due regard to eliminating unlawful discrimination, harassment and victimisation. The PSED helps us to focus on key issues of concern and how to improve pupil outcomes. Some pupils may be more at risk of harm from issues such as sexual violence; homophobic, biphobic or transphobic bullying; or racial discrimination.

- [Information sharing advice for safeguarding practitioners](#) produced by the DfE, outlines the importance of sharing information about children, young people, and their families in order to safeguard children. It provides clarity on when and how information can be shared legally and professionally to achieve improved outcomes. It also includes the "Seven Golden Rules for Sharing Information", which provide a framework to support information sharing where practitioners have reason to believe failure to share information may result in the child being at risk of harm. It is non-statutory and has been produced to support practitioners in the decisions they take to share information, which reduces the risk of harm to children and young people and promotes their well-being.

- Resolution of Professional Differences including Escalations - effective partnership working is key to keeping children and young people safe from harm. HSCP encourages constructive challenge as part of our culture of learning and partnership working. In May 2025, the HSCP published this revised policy for resolutions and escalations.

- Specific guidance for Schools/Education - schools and educational institutions play a critical role in safeguarding children and young people. It is essential that they adhere to the established resolution process to ensure timely and effective resolution of professional differences.

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4. Definitions: Safeguarding and Child Protection

Safeguarding as defined in Keeping Children Safe in Education (2025), means:

- Providing help and support to meet the needs of children as soon as problems emerge

- Protecting children from maltreatment whether that is within or outside the home, including online

- Preventing impairment of children's mental and physical health or development

- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care

- Taking action to enable all children to have the best outcomes

Working Together to Safeguard Children (2024) further extends this definition to include:

- promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care arrangement, whenever possible and where this is in the best interests of the children

- taking action to enable all children to have the best outcomes in line with the outcomes set out in the Children's Social Care National Framework.

All our staff at Roundwood Park School are expected to be familiar with the wide range of policies and procedures we have to keep our children safe and promote their wellbeing at all times.

Child/ren: The legal definition of a child in the UK includes everyone under the age of 18.

Early Help: is a term used in Hertfordshire that refers to a wide range of interventions offered by various organisations and partner agencies, as well as services within the County Council and beyond. The primary early help service in Hertfordshire is known as "Families First" which is in place to help professionals and families find early help and information as soon as problems emerge to prevent issues from getting worse. Support and interventions under the Families First umbrella can help coordinate additional support to that which is available from a family's usual support network as well as more targeted and short pieces of interventions.

Families First Assessments (FFA) are used by practitioners who work with children, young people, parents, and carers where it is considered that the child/family would benefit from early help support. It is used to identify needs, and to organise the right support and services to address those needs at an early stage. The FFA process allows different agencies and services to share information and work together in a coordinated way. For families with children under 18 (25 if they have a learning need or disability), Families First can help with issues such as parenting, mental and physical health problems, drug or alcohol dependency, domestic abuse, school-related concerns, debt problems, and risk of becoming homeless.

The Continuum of Need guidance aims to ensure that support in Hertfordshire is offered at the earliest opportunity, with an approach that enables us to work effectively alongside families. The Continuum of Need is a threshold document that supports everyone working with Hertfordshire's children and families to identify the "Level of Need" and the service responses that can be expected. It sets out how we can work together, by placing the child and family at the centre, sharing information, and working with families to help them to find solutions early to prevent their difficulties from escalating. It is not intended to be a prescriptive guide and does not replace professional judgement.

The Gateway is the 'front door' to Hertfordshire's social care. The Gateway Service receives contacts and referrals (queries via calls or emails) from partner agencies and members of the public for support from Early Help and Children's Social Care. Contacts are received via the Customer Service Centre, where there are current safeguarding concerns that require an immediate response. It provides a single response to all new contacts that require an initial multi-agency approach. Contacts that present as meeting a threshold for immediate response bypass the Gateway and are screened and transferred directly to the Joint Child Protection Investigation Team, area Assessment Teams or 0-25 Teams (statutory services). The multi-agency Gateway operates to the principle that every family (child/young person and their parent/carer) has the right:

- to be told when a professional is worried about the safety or wellbeing of their child *by that professional*

- to have their consent obtained when someone wishes to make a request for support on their behalf

- to be front and centre of the plan to keep their child safe and well.

Multi Agency Safeguarding Hub (MASH) is co-located, within the Gateway. It is a partnership comprising of colleagues from Children's Services, Health, Police, and Probation; advisory support is provided by Independent Domestic Violence Advocates and satellite partners. These agencies work together to improve the quality of the information sharing process when identifying the needs and risks of children and their families. They make decisions at the earliest opportunity and make recommendations about what services and resources the child and family may benefit from. Although all contacts being assessed by MASH or early help services are important, it is less likely that they will meet the threshold for Child Protection (significant harm).

Child in Need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Children in Need may be assessed under section 17 of the Children Act 1989 by a social worker. Agencies have a duty to cooperate with Children's Services, and parental consent is required.

Child Protection under section 47 of the Children Act 1989, places a duty on the Local Authority to make enquiries and decide whether to take any action to safeguard or promote the child's welfare when there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm. Such enquiries, supported by other organisations and agencies, as appropriate, should be initiated where there are concerns about all forms of abuse and neglect. This includes female genital mutilation (FGM) and other honour-based violence, and extra-familial threats including radicalisation and sexual or criminal exploitation. There may be a need for immediate protection whilst an assessment or enquiries are carried out. Parental consent is not required if this would place the child at further risk of harm.

Significant Harm is the threshold for a Child Protection response. If Children's Services suspect a child has suffered or is likely to suffer significant harm, then they must by law carry out child protection enquiries. Harm is defined in the Children Act 1989 as the ill-treatment of a child or the impairment of their health or development. This can include harm caused by seeing someone else being mistreated, for example by witnessing domestic abuse. The phrase 'significant harm' was introduced by the Children Act 1989. The Act does not define 'significant'. The question of whether or not harm is 'significant' relates to its impact on a child's health or development.

Children Looked After: A child is 'looked after' (in care) if they are in the care of the Local Authority for more than 24 hours. Children can be in care by agreement with parents or by order of a court. The placement providing the care can be a connected person to child or LA approved foster carer.

Kinship Care refers to a type of care where a child who cannot be looked after by their birth parents is cared for by relatives or friends. The government in England has launched a Championing kinship care: the national kinship care strategy to improve kinship carers' financial stability, education, training, and partnership with local authorities and other agencies.

Legal Care Arrangements:

- Informal Kinship Care
- Special Guardianship Order (SGO)
- Child Arrangements Order (CAO)
- Kinship Foster Care

- · Private Fostering
- · Adoption by a Family Member or Friend

Abuse is all forms of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children maybe abused by an adult or adults or by another child or children.

Neglect is a form of abuse and 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. Appendix 1 defines neglect in more detail.

Exploitation is a risk to children and young people that takes place outside of their families. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.

NB the terms abuse, neglect, and exploitation, and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap.

The three **safeguarding partners** locally known as Hertfordshire Safeguarding Children's Partnership (**HSCP**) comprises of:

- ● **Hertfordshire County Council**: represented by the Director of Children's Services.

- ● **Hertfordshire Constabulary**: represented by the Assistant Chief Constable for Local Policing.

- ● **Hertfordshire and West Essex Integrated Care Board**: represented by the Director of Nursing & Quality Hertfordshire & West Essex Integrated Care Board.

Safeguarding Partners are identified in Keeping Children Safe in Education 2025 (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). These three partners have the strategic responsibility for setting out safeguarding procedures and arrangements for all organisations and agencies who have functions relating to children, and who are required to work together to safeguard and promote their welfare. These organisations and agencies are named in statutory guidance Working Together to Safeguard Children 2018.

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

Victim is a widely understood and recognised term, but we understand that not everyone who has been subjected to abuse considers themselves a victim or would want to be described that way. When managing an incident, we will be prepared to use any term that the child involved feels most comfortable with.

Alleged perpetrator(s) and **perpetrator(s)** are widely used and recognised terms. However, we will think carefully about what terminology we use (especially in front of children) as, in some cases, abusive behaviour can be harmful to the perpetrator too. We will decide what is appropriate and which terms to use on a case-by-case basis.

5. Equality Statement, Children with Protected Characteristics

Some children are at greater risk of harm, both online and offline, and additional barriers can exist for some children with respect to recognising or disclosing it. At Roundwood Park School we are committed to anti-discriminatory practice and ensuring that all children are provided with the same protection regardless of any additional needs, barriers or protected characteristics they may have. As stated in the Equality Act, 2010, we recognise the protected characteristics that may be applicable to our pupils:

- Age
- Disability
- Gender reassignment
- Marriage and civil partnership
- Pregnancy and maternity

- Race
- Religion or belief
- Sex
- Sexual orientation.

All staff and volunteers understand the importance of recognising that a child may benefit from Early Help intervention, and it is integral to our whole school approach to look and listen out particularly for children:

- Who have a special educational need and/or disabilities (SEND) or health conditions
- Who are a young carer
- Who could experience discrimination due to their race, ethnicity, religion, gender

identification or sexuality

- Have English as an additional language
- Who are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Who are misusing alcohol and other drugs themselves
- Who are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Who are showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- Who are at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- Who are asylum seekers
- Who are at risk due to either their own or a family member's mental health needs
- Who are looked after or previously looked after (see Section 11)
- Who are privately fostered child.
- Who have ongoing unexplainable and/or persistent absences from education
- Who are missing or absent from education for prolonged periods and/or repeat occasions
- Whose parent/ carer has expressed an intention to remove them from school to be provided with elective home education (EHE).

- Who have experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit

- Who have a parent or carer in custody, or is affected by parental offending

Children with Special Educational Needs and Disabilities (SEND)

We know who our pupils are with special educational needs, disabilities, or additional health needs and recognise that they may face additional barriers, that 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 SEND can be disproportionally 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

- Lack of choice/ participation

- Isolation.

Children Looked After (CLA)

The most common reason for a child to become looked after is as a result of abuse and/or neglect. We therefore ensure that the appropriate arrangements are in place to support these children and keep them safe from further harm. This includes:

- Appointment of a Designated Teacher (DT) for CLA (see Important Contacts in Part 2)

- Appropriate staff made aware of a child's looked after status

- Ensure that necessary staff have the skills, knowledge and understanding of the child's needs

- Ensure the child's record contains a clear understanding of their legal status and care arrangements, including the levels of authority delegated to their carer and contact arrangements with birth parents or those with parental responsibility

- Keep contact details of the child's social worker, carer(s) and name and contact details of the virtual school head for DT to liaise with.

Children with a Social Worker (CWASW)

Virtual School Heads have a responsibility for the strategic oversight of the educational attendance, attainment, and progress of:

- **children looked-after**,

- **children previously looked-after**; and

- **children with a social worker** – defined as any child who has been assessed as being in need under section 17 of the Children Act 1989 and currently has a social worker; it also includes those who have been assessed as needing, or previously needing, a social worker within the past 6 years due to safeguarding or welfare reasons.

In line with <u>Promoting the education of children with a social worker and children in kinship care arrangements: virtual school head role extension - GOV.UK (www.gov.uk)</u> this has been extended to include:

- **children who have previously had a social worker** – the cohort of children with a social worker and those who have previously had a social worker who are aged from 0 to 18; and

- **children in kinship care arrangements** - this means any friend or family member, who is not a child's parent but raising them for a significant amount of the time, either as a temporary or permanent arrangement.

- **Children who are in Elective Home Education (EHE)**

- **Children Missing from Education (CME)**

In offering advice and information to workforces that have relationships with children with social workers, virtual school heads identify and engage with all key professionals in Hertfordshire and beyond, helping them to understand the role they have in improving outcomes for CWASW e.g. DSL and deputies, social workers, headteachers, governors, special educational needs co-ordinators, mental health leads, other Local Authority partners, including Designated Social Care Officers for SEND.

Roundwood Park School ensures that our Designated Teacher has the appropriate training, so they are able to take the leadership of this crucial area of our safeguarding arrangements in collaboration with our Designated Safeguarding Lead which includes:

- working closely with virtual school heads to ensure that funding is best used to support the child's educational achievement and development needs that are identified in their personal education plans

- collaborating with the virtual school heads to also promote the educational achievement of previously looked after children.

6. Roles and Responsibilities of All Staff and Leadership/ Management

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and governors at Roundwood Park School, and is consistent with national duties outlined in Keeping Children Safe in Education 2025 and local expectations expected within <u>Hertfordshire Safeguarding Children Partnership Procedures Manual.</u> Our Child Protection (CP) policy and procedures also apply to extended school and off-site activities.

Roundwood Park School plays a crucial role in preventative education. This is in the context of a whole-school approach to preparing pupils for life in modern Britain, and a culture of zero tolerance of sexism, misogyny/ misandry, homophobia, biphobia, transphobia and sexual violence/ harassment. This will be underpinned by our:

- Behaviour Policy
- Pastoral support system

- Planned programme of relationships, sex and health education (RSHE), which is inclusive and delivered regularly, tackling issues such as:

    - Healthy and respectful relationships

    - Boundaries and consent

    - Stereotyping, prejudice, and equality

    - Body confidence and self-esteem

    - How to recognise an abusive relationship (including coercive and controlling behaviour)

    - The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called honour-based violence such as forced marriage and FGM and how to access support

    - What constitutes sexual harassment and sexual violence and why they're always unacceptable.

A full overview of the PSHCE curriculum can be found here.

Role and Responsibility of all staff, volunteers, supply staff and contractors

Translated versions of Part One Keeping Children Safe in Education can be found at Keeping Children Safe in Education Part 1 Translations | LGFL. This is accessible for all staff, volunteers, parents and carers whose first language may not be English, should they wish to use this.

All staff will be required to:
- Read Part One and Annex B of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually.

- Sign a declaration and complete a knowledge check at the beginning of each academic year to say that they have reviewed the above guidance and understand their role.

- Reinforce the importance of online safety when communicating with parents and carers. This includes making parents and carers aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)

- contribute to creating a culture for pupils who are lesbian, gay, bisexual, or gender questioning to speak out and share their concerns

- contribute to creating a culture for any child defined as having a protected characteristic to speak out and share their concerns (see Section 5).

Alongside this, all staff will be aware of:
- Our school's safeguarding arrangements and systems are explained to staff as part of their induction and thereafter reviewed with staff at least annually. All new staff/ volunteers are given copies of our school's CP policy and Part One KCSiE essentially these are the key guidance provided:

- Child Protection Policy

- Staff code of conduct

- The role and identity of the Designated Safeguarding Lead (DSL) and deputies

- The Behaviour Policy

- Online safety which includes the expectations, applicable roles and responsibilities in relation to filtering and monitoring

- Safeguarding response to children who are missing from education, and those absent from education particularly on repeat occasions and/or prolonged periods

- It is crucial that all staff look out for children who may benefit from Early Help along with children in Specific Circumstances (Annex B KCSiE 2025), the Early Help assessment process 'Families First Assessment' and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment

- The process for recording and sharing information internally to DSLs and on children's safeguarding records

- The process for making referrals to the Local Authority Children's Social Care and for statutory assessments that may follow a referral, including the role they might be expected to play

- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals

- The signs of different types of abuse, neglect and exploitation, including domestic and sexual abuse (including controlling and coercive behaviour, as well as parental conflict that is frequent, intense, and unresolved), as well as specific safeguarding issues, such as child-on-child abuse, grooming, child sexual exploitation (CSE), child criminal exploitation (CCE), indicators of being at risk from or involved with serious violent crime, FGM, radicalisation and serious violence (including that linked to county lines) See Annex B *Keeping Children Safe in Education 2025*

- How to support and speak to children when they may share their worries or make disclosures of abuse, neglect or exploitation and contribute to creating a culture where children feel able to speak with the relevant safeguarding leads

- The importance of reassuring victims that they are being taken seriously and that they will be supported and kept safe

- The importance of supporting families and providing a culture of support to encourage parents/carers to seek support and engage with our school and professionals when issues emerge or become a concern

- The fact that children can be at risk of harm inside and outside of their home, at school and online (this is referred to as extra familial harm or contextual safeguarding)

- The fact that children who are (or who are perceived to be) lesbian, gay, bi or gender questioning (LGBTQ+) can be targeted by other children

- What to look for to identify children who need help or protection.

Role and Responsibilities of the Designated Safeguarding Lead (DSL)

The DSL is a member of the senior leadership team. We also have Deputy DSLs (DDSLs) within our staffing group. The DSL and DDSLs are all trained to the same level to ensure that at all times one or more of them are available to carry out all of their designated functions in safeguarding.

- The DSL takes lead responsibility for our school's child protection and wider safeguarding arrangements. This includes online safety and understanding our filtering and monitoring processes on school devices and school networks to keep pupils safe online.

- Whilst all of our staff are part of our safeguarding culture, it is the role of our DSL to receive information, review and make decisions about any necessary further considerations or actions needed to respond to any safeguarding matters that arise.

- The DSL will act as the main contact in our school when a child and their family are receiving support from the school, external agencies and statutory services.

- During term time, the DSL will be available during school hours for staff to discuss any safeguarding concerns.

- In the event that non-urgent matters arise out of school hours, our DSL team can be contacted, if necessary, via: DSL@roundwoodpark.co.uk

- When the DSL is absent, please contact school's Deputy DSL(s) using the details at the start of this policy, or on the Safeguarding page on the school website.

- If the school's DSL and deputies are not available or cannot be reached, and a child is at risk of immediate harm, please call 999 or Children's Services using the relevant details at the start of this policy.

The DSL will be given the time, funding, training, resources and support to:
- Provide advice and support to other staff on child welfare and child protection matters

- Take part in and/or lead strategy discussions and inter-agency meetings and/or support other staff to do so

- Contribute to the assessment of children (when a child may have suffered harm or is at risk of harm)

- Refer suspected cases, as appropriate, to the relevant body (Local Authority Children's Social Care, Channel Programme, Disclosure and Barring Service, and/or Police), and support staff who make such referrals directly

- have a good understanding of behaviours that may impact on a child's engagement and learning that may require consideration through safety/support planning, this includes the impact on themselves but also to other children

- have a good understanding of harmful behaviours that may require risk management, safety planning and/or support in school, this includes those presented by children within the setting, their parents/carer or associated adults where necessary

- have a good understanding of the filtering and monitoring systems and processes in place at our school

- As Prevent lead, make sure that staff have appropriate Prevent training and induction

- Assist the Headteacher to review and respond to low-level concerns that may arise regarding staff

- Share information and/or take part in statutory processes that involve reviewing and analysing of safeguarding practice and policies. This can include meetings held by Hertfordshire Safeguarding Children's Partnership in response to significant safeguarding incidences, child death and/or where a safeguarding practice review is required to determine learning and practice analysis.

The DSL will also:
- Keep the Headteacher informed of any issues

- Liaise with universal, targeted and statutory agencies, Local Authority case managers and designated officers for child protection concerns as appropriate

- Discuss the local response to sexual violence and sexual harassment with Police and Local Authority Children's Social Care colleagues to prepare the school's policies

- Be confident that they know what local specialist support is available to support all children involved (including victims and alleged perpetrators) in sexual violence and sexual harassment, and be confident as to how to access this support

- Be aware that children must have an 'appropriate adult' to support and help them in the case of a Police investigation or search

The full responsibilities of the DSL and deputies are set out in their job description. See KCSiE, Annex C

Role and Responsibilities of the Governing Board

Our Governing board has a strategic role within our leadership and management team and must ensure that all staff comply with legislation and local guidance at all times.

The Governing Board will:
- Facilitate a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development

- Evaluate and approve this policy at each review, ensuring it complies with the law, and hold the Headteacher to account for its implementation

- Evaluate and approve recommendations/action plans identified through quality assurance activity that the Headteacher/DSL undertakes to review safeguarding practice through audits and annual/termly governing reports to ensure that they have regular oversight and hold the Headteacher accountable for the practice improvement

- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), and our school's local multi-agency safeguarding arrangements

- Appoint a link governor to monitor the effectiveness of this policy in conjunction with the full governing board. This is always a different person from the DSL

- Ensure all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice from Hertfordshire Safeguarding Children's Partnership

- Ensure that all governors/ trustees:

  - Will read Keeping Children Safe in Education in its entirety, and review compliance of this task at least annually.

  - Sign a declaration at the beginning of each academic year to say that they have reviewed the above guidance (bottom of this policy)

- Ensure that the school has appropriate filtering and monitoring systems in place and review their effectiveness. This includes:

  - Making sure that the leadership team and staff are aware of the provisions in place, and that they understand their expectations, roles and responsibilities around filtering and monitoring as part of safeguarding training

  - Reviewing the DfE's filtering and monitoring standards, and discussing with IT staff and service providers what needs to be done to support the school in meeting these standards.

The Governing Board will make sure:

- The DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support

- Online safety is a running and interrelated theme within the whole-school approach to safeguarding and related policies

- The DSL has lead authority for safeguarding, including online safety and understanding the filtering and monitoring systems and processes in place

- The school has procedures to manage any safeguarding concerns (no matter how small) or allegations that do not meet the harm threshold (low-level concerns) about staff members (including supply staff, volunteers and contractors). Section 11 of this policy covers this procedure

- That this policy reflects those children with SEND, or certain medical or physical health conditions, can face additional barriers to any abuse or neglect being recognised

- Where another body is providing services or activities (regardless of whether or not the children who attend these services/ activities are children on the school roll):

    ▪ Seek assurance that the other body has appropriate safeguarding and child protection policies/ procedures in place, and inspect them if needed

    ▪ Make sure there are arrangements for the body to liaise with the school about safeguarding arrangements, where appropriate

    ▪ Make sure that safeguarding requirements are a condition of using the school premises, and that any agreement to use the premises would be terminated if the other body fails to comply.

    See [Keeping Children safe during community activities, after-school club and tuition: Non statutory guidance for providers running out of school settings](#)

- The Chair of Governors will act as the 'case manager' in the event that an allegation of abuse is made against the headteacher, where appropriate (see Section 11 managing concerns and allegations).

- Section 14 (Training) of this policy has information on how governors are supported to fulfil their role, also see Part two KCSiE 2025.

Role and Responsibilities of the Headteacher

The Headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers:

    ▪ Are informed of our systems which support safeguarding, including this policy, as part of their induction

    ▪ Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect

- Make this policy available via the school website to parents/carers, professionals and the community to ensure there is transparency and clear expectations about the school's duty to safeguarding and promote the welfare of children and the arrangements for responding to children presenting with needs that may require early help or support to protect them.

- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent

- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate
- Making decisions regarding all low-level concerns, though they may wish to collaborate with the DSL on this

Role and Responsibilities of the Designated Teacher

Our Designated Teacher takes leadership of promoting the educational attainment of Children With a Social Worker which includes:

- working closely with Virtual School Heads to ensure that funding is best used to support the child's educational achievement and development needs that are identified in their personal education plans

- to carry out their duties in line with <u>Designated teacher for looked-after and previously looked-after children - GOV.UK (www.gov.uk)</u> and extended duties as outlined <u>Promoting the education of children with a social worker and children in kinship care arrangements: virtual school head role extension - GOV.UK (www.gov.uk)</u>

- working closely with our DSL for those children who are supported by a Child in Need or Child Protection Plan to ensure support for the education attainment of these children is appropriately entwinned with safeguarding processes.

Safeguarding Pupils in Alternative Provision

Roundwood Park School recognises that when a pupil is placed in an alternative provision setting, the school remains responsible for their safeguarding and wellbeing.

In line with *Keeping Children Safe in Education 2025*, the school will:

- Obtain written confirmation from the AP provider that all appropriate safeguarding checks, including safer recruitment and DBS checks, have been carried out on staff and that safeguarding policies and procedures are in place.

- Maintain accurate records of the pupil's timetable, daily attendance, and the full address of the AP setting.

- Monitor the pupil's attendance, progress, and welfare through half termly reviews. This will include communication with the AP provider as well as direct input from the pupil and their parents/carers.

- Immediately review and, if necessary, suspend or terminate a placement where safeguarding concerns arise, ensuring the pupil's safety is prioritised.

Working with Families

<u>Keeping children safe, helping families thrive - GOV.UK</u> underpins the <u>Children and Wellbeing bill</u> which is a key step towards delivering the government's 'Opportunity Mission' to break the link between young people's background and their future success. It will better put in place support to drive high and rising standards throughout our education and care systems so that

every child can achieve and thrive. It outlines the government's commitment to keeping families together and children safe and support children to live in family settings where children cannot remain at home, including through kinship or foster care, rather than residential care.

In March 2025 the DfE published The Families First Partnership (FFP) Programme Guide this sets out how every child is to be kept safe and have the opportunity to succeed, children's social care is to be reformed and committed to supporting every child to grow up in a safe, stable and loving home, for most children this means growing up within their family and support through early help and family networks.

Family Help will take place at the heart of communities, bringing together local services under a combined, multi-disciplinary practice approach and service offer. The key principles that will inform the delivery of services will include:

• wrapping support around the whole-family at the earliest opportunity – using the expertise of multi-disciplinary practitioners;

• ensuring consistency of relationships between children, families, and their lead practitioner;

• adopting one plan that will stay with families but adapt as needs change.

At Roundwood Park School our principles align to the above. We endeavour to work in partnership and collaboration with children and their families so that they are supported from an early stage by being a part of and leading the conversations about change and aims for their children. We are keen to support families in a strength and solution-based approach, encouraging motivation and confidence to improve their own agency to make safe and positive decisions for themselves and their children.

Our principles include, but are not limited to:

Promoting effective partnership working with parents and carers e.g. build strong, positive, trusting, and co-operative relationships by:

- approaching families and their wider family networks and communities with empathy, respect, compassion, and creativity
- avoiding reinforcing family shame, suffering, and blame
- making efforts to understand the impact of the parental trauma influencing the dynamics and experiences of the family
- using strength-based approaches, working with parents and carers to identify what is working well and how their strengths could support them to effect positive change
- ensuring we work sensitively with parents, carers, and children, to identify and understand the impact of adversity and trauma in their lives; seeking to understand how adversity and trauma might manifest and affect children and parent's engagement and use their expertise to adapt their response with care and compassion
- adapting our responses to meet the diverse needs of parents and carers, including fathers and male carers, and the specific challenges being faced, including parents and carers of disabled children, and where harm is outside the home
- ensuring we understand the family's background, ethnicity, religion, financial situation, ability, education, sex, ages and sexual orientation, and potential barriers these create in seeking and accessing help and support
- being alert and recognising where parents or carers may not be acting in the best interest of the child or where children may be experiencing abuse, neglect, and exploitation as a result of actions by parents, carers, or other individuals in their lives. Practitioners use their skills and expertise to adapt their response to secure engagement
- being mindful of negative stereotypes when making decisions which might lead to false assumptions.

Communicating effectively verbally and non-verbally by:

- communicating with respect, being clear, curious and inclusive; adapting to parent's and carer's needs
- providing materials to children, parents, carers, and families which are jargon free, developmentally appropriate and in a format that is easily understood
- ensuring any materials, such as minutes or reports, capture the school's contribution but also those from the children, parents and carers which must include their views and wishes
- supporting families to access support to translate information where English is not their first language. Our school will access interpreters where needed including British Sign Language.

Empowering our parents and carers to participate in decision-making to help, support and protect children by:

- creating a safe culture which is an open and accepting forum free from discriminatory or prejudicial judgements
- ensuring the open culture is one which still provides reflection and challenge where the information has the potential to be a risk or influencing factor which may impact on a child's safety and wellbeing
- asking families for their perspective on a situation or issue that arises, ensuring we consider their point of view and factor this in when thinking about support
- promote families' rights to support through use of advocates, family members or a supporter
- ensuring parents and carers are fully aware of who will attend meetings and discussions, if the child will be invited to participate, and the format of the meeting or discussion
- giving parents and carers adequate preparation at every stage, relevant information, a safe and appropriate environment for participation, and suitable access arrangements
- signposting parents and carers to sources of help and support available locally or through the Local Authority
- provide opportunities for feedback and review to ensure acknowledgement of positive progress but also reviewing and discussion of any new or increasing issues to readapt a family's plans
- being transparent about our concerns and why we may need to request support from an outside agency; and the potential actions should our concerns increase for the children
- helping parents and carers to understand what the issues are and how these impact on the child, what decisions could be made, what changes need to be made, why and how, timescales and possible outcomes
- providing information about different types of support, what it involves and expects from parents and carers so they can make an informed choice and decision about which support pathways will be more helpful and effective for them.

8. Confidentiality and Sharing Information

The Data Protection Act (DPA) 2018 does not prevent or limit the sharing of information for the purposes of keeping children safe. Roundwood Park School recognises that timely information sharing is essential for effective safeguarding. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare, and protect the safety, of

children. Staff should never promise a child that they will not tell anyone about a safeguarding disclosure, as this may not be in the child's best interests.

The following principles apply to Roundwood Park School's confidentiality agreement:

- Timely information sharing is essential to effective safeguarding.
- The Data Protection Act (DPA) 2018 does not prevent, or limit, the sharing of information for the purposes of keeping children safe.
- If staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk.
- Staff should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests.
- If a victim asks the school not to tell anyone about the sexual violence or sexual harassment:
  - Even if a victim doesn't consent to sharing information, staff may still lawfully share it if there is another legal basis under the Data Protection Act that applies.
  - The DSL will have to balance the victim's wishes against their duty to protect the victim and other children.
  - The DSL should consider the following points:
    - Parents or carers should normally be informed (unless this would put the victim at greater risk).
    - The basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to Local Authority Children's Social Care where the child resides.
    - Rape, assault by penetration and sexual assault are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the Police. While the age of criminal responsibility is 10, if the alleged perpetrator is under 10, the starting principle of referring to the Police remains.
- Regarding anonymity, all staff will:
  - Be aware of anonymity, witness support and the criminal process in general where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system.
  - Do all they reasonably can to protect the anonymity of any children involved in any report of sexual violence or sexual harassment, for example, carefully considering which staff should know about the report, and any support for children involved.
  - Consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.
- The government's [information sharing advice for safeguarding practitioners](#) includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information.
- Confidentiality is also addressed in this policy with respect to record keeping in section 12, and allegations of abuse against staff in section 11

If staff are in any doubt about sharing information, they should speak to the DSL (or deputy) and refer to the Confidentiality Policy.

9. Recognise and Respond to a Safeguarding Concern

In this section, any reference to the DSL will mean both lead and all deputy safeguarding leads.

Recognising Abuse and Neglect

All our staff are aware of the indicators of abuse and neglect outlined below. They understand that children can be at risk of harm inside and outside of our school, inside and outside of their homes, wholly online or via the use of technology offline. They are also aware that harm to a child can be caused by an adult or adults or by another child or children. We encourage our staff to be professionally curious and mindful of what to look out for as this is vital for the early identification of abuse and neglect so that we are able to identify children who may be in need of help or protection at the earliest opportunity.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse.

All staff are expected to be able to identify and recognise all forms of abuse, neglect and exploitation and shall be alert to the potential need for early help for a child who:

- Is disabled
- Has special educational needs (whether or not they have a statutory education health and care (EHC) plan)
- Is a young carer
- Is bereaved
- Is showing signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime
- Is frequently missing/goes missing from education, care or home
- Is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- Is at risk of being radicalised or exploited
- Is viewing problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol
- Is suffering from mental ill health
- Has returned home to their family from care
- Is at risk of so-called 'honour'-based abuse such as female genital mutilation (FGM) or forced marriage
- Is a privately fostered child
- Has a parent or carer in custody or is affected by parental offending

- Is missing education, or persistently absent from school, or not in receipt of full-time education

- Has experienced multiple suspensions and is at risk of, or has been permanently excluded

Physical Abuse

Definition:	Indicators (this list is not exhaustive):
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 (Fabricated induced illness FII)	**Bruises:** ● Commonly on the head but also on the ear, neck or soft areas (abdomen, back and buttocks) ● Defensive wounds commonly on the forearm, upper arm, back of the leg, hands or feet ● Clusters of bruises on the upper arm, outside of the thigh or on the body ● Bruises with dots of blood under the skin ● A bruised scalp and swollen eyes from hair being pulled violently ● Bruises in the shape of a hand or object ● Bruises on non-mobile babies. **Burns or scalds:** ● Can be from hot liquids, hot objects, flames, chemicals, or electricity ● These may be on the hands, back, shoulders or buttocks. Scalds in particular may be on lower limbs, both arms and/or both legs ● A clear edge to the burn or scald ● Sometimes in the shape of an implement – for example, a circular cigarette burn ● Multiple burns or scalds. **Bite marks:** ● Usually oval or circular in shape ● Visible wounds, indentations or bruising from individual teeth. **Fractures or broken bones:** ● Fractures to the ribs or the leg bones in babies ● Multiple fractures or breaks at different stages of healing ● Risks and vulnerability factors Physical abuse can happen in any family, but babies and children who have a disability are at a higher risk of suffering physical abuse (Jones et al, 2012).

Emotional Abuse

Definition:	Indicators (this list is not exhaustive):
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 ● Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate ● Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction ● A child seeing or hearing the ill-treatment of another ● Serious bullying (including cyberbullying) ● Causing a child to feel frightened or in danger ● 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. It can be difficult to recognise emotional abuse and children may not always realise they are experiencing it. However, there may be indicators in the way a child behaves and reacts to certain situations.	● Lack confidence ● Struggle to control strong emotions ● Struggle to make or maintain relationships ● Display behaviour that is inappropriate to their stage of development (for example not being able to play, developing language late or using language you may not expect of a child their age. **Older children may:** ● Struggle to control strong emotions or have extreme outbursts ● Seem isolated from their parents ● Lack social skills or have few, if any, friends ● Use language, act in a way or know about things that you wouldn't expect them to know for their age ● Risk and vulnerability factors ● Children from any background can be at risk of emotional abuse. But some are more vulnerable than others.

Sexual Abuse

Definition:	Indicators (this list is not exhaustive):
Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve: **Physical contact** - including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing	Not all children will realise they are being sexually abused, particularly if they have been groomed, but there may be physical, behavioural and emotional signs that indicate a child has experienced sexual abuse. **Physical indicators include:** ● Bruising ● Bleeding ● Discharge ● Pain or soreness in the genital or anal area

| **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
Online abuse - sexual abuse can take place online, and technology can be used to facilitate offline abuse
Sexual abuse is not solely perpetrated by adult males, women can also commit acts of sexual abuse, as can other children.
Child-on-child abuse - the sexual abuse of children by other children is a specific safeguarding issue in education and all staff should be aware of it and of their school policy and procedures for dealing with it. | ● Sexually transmitted infections (Lindon and Webb, 2016)
● Girls who are being sexually abused may become pregnant at a young age.

Emotional and behavioural indicators include:
● Being afraid of and/or avoiding a particular person (including a family member or friend)
● Having nightmares or bed-wetting
● Being withdrawn
● Alluding to 'secrets'
● Self-harming
● Running away from home
● Developing eating problems
● Displaying sexualised behaviour or having sexual knowledge that is inappropriate for their stage of development
● Misusing drugs or alcohol. |

Neglect

Definition:	Indicators (this list is not exhaustive):
The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a 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 caregivers) ● Ensure access to appropriate medical care or treatment ● It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.	Neglect can be difficult to spot. Having one of the signs doesn't necessarily mean a child is being neglected. But if you notice multiple signs that last for a while, they might show there is a serious problem. Children and young people who are neglected might have: ● Poor appearance and hygiene, being smelly or dirty (unkempt) ● Being hungry or not given money for food ● Having unwashed clothes, the wrong clothing, such as no warm clothes in winter ● Health and development problems, regular illness or infections ● Anaemia ● Body issues, such as poor muscle tone or prominent joints ● Medical or dental issues ● Missed medical appointments, such as for vaccinations ● Not given the correct medicines ● Poor language or social skills.

Exploitation

Definition:
Exploitation in relation to children refers to the use of children for someone else's advantage, gratification, or profit often resulting in unjust, cruel, and harmful treatment of the child. These activities are to the detriment of the child's physical or mental health, education, moral or social-

emotional development. It covers situations of manipulation, misuse, abuse, victimization, oppression or ill-treatment.

Our staff are aware that there are several types of child exploitation, including, but not limited to:

● *Child Sexual Exploitation (CSE):* this is a type of sexual abuse where children are sexually exploited for money, power, or status. It can involve contact and non-contact activities and can occur without the child's immediate recognition; this is due to their grooming by the abuser.
● *Child Labor Exploitation:* this involves the use of children in work that is harmful to their physical and mental development. It deprives them of their childhood, potential, and dignity.
● *Child Trafficking:* children are recruited, moved, or transported and then exploited, forced to work, or sold. They are often used for forced labour, sexual exploitation, or illegal activities.
● *Child Criminal Exploitation (CCE):* this is where children are involved in activities of a criminal nature, often in gangs. They may be forced or manipulated into committing crimes, such as selling drugs or stealing

Children and young people can be influenced by a whole range of environments and people outside of their family. For example, in school or college, in the local community, in their peer groups or online. Children and young people may encounter risk in any of these environments. Sometimes the different contexts are inter-related and can mean that children and young people may encounter multiple risks. Some of these risks, along with other further specific forms of abuse are discussed in more detail in Annex B of KCSiE 2025. These include:

● Child abduction
● Child Sexual Exploitation (CSE)
● Child Criminal Exploitation (CCE)
● County Lines
● Children and the Court system
● Children absent from education
● Children with family members in prison
● Cybercrime
● Domestic abuse
● Homelessness
● Mental health

● Modern Slavery and the National Referral Mechanism
● Preventing radicalization
● The Prevent Duty
● Channel
● Sexual violence and Sexual harassment between children in schools
● Serious Violence
● So-called 'honour'-based abuse (including female genital mutilation and forced marriage)
● FGM and the mandatory reporting duty for teachers
● Forced marriage

Concerns around attendance

Regular attendance is a safeguarding priority. Children who are persistently absent from school are at increased risk of harm, neglect, exploitation, or becoming missing from education. In line with Section 175 of the Education Act 2002 and The School Attendance (Pupil Registration) (England) Regulations 2024, Roundwood Park School takes a proactive role in safeguarding pupils through robust attendance monitoring and intervention.

Our approach includes:

- Immediate contact with parents and carers if a child is absent and no reason has been provided, the school will telephone or text on the first and every subsequent day of absence. Parents/carers are responsible for informing the school of absence.

- Escalate concerns where parents/carers cannot be contacted, the school will attempt contact via emergency numbers, send letters home, and, where appropriate, arrange a home visit in the interests of safeguarding.

- Conduct proof of life check if a pupil has not been seen by school staff for 10 consecutive days (or earlier if deemed appropriate), the school will carry out a proof of life check to ensure the child's safety and wellbeing. This may involve direct sight of the child through a home visit or confirmation from an appropriate professional agency.

- Referral to the Local Authority if no contact has been made by the tenth consecutive day of absence (or earlier if deemed appropriate), the Local Authority will be informed, in line with statutory requirements. At this point, the child may be considered to be "absent from education."
- Our approach also includes Intervention with students and families where attendance is below expected over a period of time to avoid a student becoming persistently absent

Concerns about child-on-child abuse

At Roundwood Park School we know that children can abuse other children. No abuse at Roundwood Park School will ever be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". We are committed to upholding a culture that prevents unacceptable behaviours and an unsafe environment for pupils. All child-on-child abuse is unacceptable and will be taken seriously.

Definition:
Child-on-child abuse is most likely to include, but may not be limited to: - bullying (including cyberbullying, prejudice-based and discriminatory bullying)   - abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')   - physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm   - sexual violence, such as rape, assault by penetration and sexual assault   - sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment   - causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party   - consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)   - upskirting which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm

- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

If a pupil makes an allegation of abuse against another pupil:

- The DSL will take the lead role in managing any proposed risk by the alleged perpetrator(s) and will provide support at the same time, it is not our intention to villainise children, but it is everyone's responsibility to uphold the Behaviour Policy and standards within the school to maintain a safe environment. Such assessments or plans will be robust but sensitive to the individual needs of the children to ensure any identified risk is managed as effectively as possible whilst also supporting them to continue accessing a satisfactory level of education.
  - Risk management strategies can be put in place while other investigations are going on, e.g. by the Police. Although another agency such as the Police or Children's Services is or has investigated an incident, it is our duty here at Roundwood Park School to ensure we identify and implement our own assessment and management of the concerns, informed by the needs of our school and the children we care for and the advice and outcomes of those agency's actions. This is to ensure that all children and staff are supported and always protected. We will consider these matters on a case-by-case basis, considering whether:
    - Taking action would prejudice an investigation and/or subsequent prosecution – we will liaise with the Police and/or Children's Services to determine this
    - There are circumstances that make it unreasonable or inappropriate for us to reach our own view about what happened while an independent investigation is ongoing.
- The DSL will be committed to engaging the child and their parents/ carers to gain their views and contributions and liaise with other agencies to assess any identified risks, unmet needs and relevant measures or support required.

Sharing of nudes and semi-nudes ('sexting')

If staff are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos, including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video (also known as 'sexting' or 'youth produced sexual imagery'), they must report it to the DSL immediately.

Staff are aware that they must not:

- View, copy, print, share, store or save the imagery yourself, or ask a pupil to share or download it (if you have already viewed the imagery by accident, you must report this to the DSL)
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

Staff should explain that they need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL.

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff – this may include the staff member who reported the incident and the safeguarding

or leadership team that deals with safeguarding concerns. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)

- If a referral needs to be made to the police and/or children's social care

- If it is necessary to view the image(s) in order to safeguard the young person (in most cases, images or videos should not be viewed)

- What further information is required to decide on the best response

- Whether the image(s) has been shared widely and via what services and/or platforms (this may be unknown)

- Whether immediate action should be taken to delete or remove images or videos from devices or online services

- Any relevant facts about the pupils involved which would influence risk assessment

- If there is a need to contact another school, college, setting or individual

- Whether to contact parents or carers of the pupils involved (in most cases parents/carers should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult. Where an adult poses as a child to groom or exploit a child or young person, the incident may first present as a child-on-child incident. See appendix 4 for more information on assessing adult-involved incidents

- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to SEN)

- What the DSL knows about the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent

- The imagery involves sexual acts and any pupil in the images or videos is under 13

- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care. The decision will be made and recorded in line with the procedures set out in this policy.

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review to establish the facts and assess the risks.

They will hold interviews with the pupils involved (if appropriate).

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

The DSL will inform parents/carers at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

Domestic Abuse

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduced the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. They may also experience it within their own intimate relationships.

Our staff understand that these experiences can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members.

Our staff are aware that domestic abuse can include intimate partner violence, abuse by family members, teenage relationship abuse and child to parent abuse and that anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home.

Domestic Abuse can be, but is not limited to the following, signs to look out for and be professionally curious about:

- · Controlling or coercive behaviour
- · Violent or threatening behaviour
- · Physical or sexual abuse
- · Economic abuse
- · Technology-facilitated abuse
- · Psychological, emotional, or other abuse
- · Stalking
- · Violence against woman and girls **(VAWG)** includes but not limited to harassment, stalking, rape, sexual assault, murder, honour-based abuse, coercive control and while men and boys also suffer from many of these forms of abuse, they disproportionately affect women. Crime and Policing Bill: reducing violence against women and girls (VAWG) factsheet - GOV.UK

Child-to-parent-abuse (CPA) or adolescent-to-parent abuse (APA) is any behaviour used by a child or young person to control, dominate or coerce parents. It can include emotional, verbal, physical or financial abuse and includes "coercive control," or in other words, the parent or other adult is compelled to change their own behaviours for fear of further abuse.

Concerns that Female Genital Mutilation (FGM) has taken place or a child is at risk of FGM

Keeping Children Safe in Education (2025) explains that FGM includes 'all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs.'

FGM is illegal in the UK and is considered as a form of child abuse that has significantly harmful and long-lasting consequences. It can also be referred to as 'female genital cutting', 'circumcision' or 'initiation'.

Our teachers are aware of their mandatory reporting duty and the requirement to immediately contact the Police (via 101) if they are

- is informed by a girl under 18 that an act of FGM has been carried out on her;

- or observes physical signs which appear to show that an act of FGM has been carried out on a girl under 18 (and they have no reason to believe that the act was necessary for the girl's physical or mental health or for purposes connected with labour or birth)

The duty for **teachers** above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. In these circumstances, the teacher must report to the DSL and follow local safeguarding procedures to be taken.

Any other member of staff who discovers that FGM has been carried out on a child **under 18** must report this to the DSL immediately to ensure local safeguarding procedures are followed.

Any member of staff who suspects a pupil is at risk of FGM or discovers that a pupil aged **18 or over** appears to have been a victim of FGM should speak to the DSL and follow our local safeguarding procedures.

Concerns about extremism
This section remains under review, following the publication of a new definition of extremism on 14th March 2024.

Roundwood Park School is aware of our duty under section 26 of the Counter-Terrorism and Security Act 2015, in the exercise of our functions, to have "*due regard to the need to prevent people from becoming terrorists or supporting terrorism*". This duty is known as the Prevent duty.

The Prevent duty is one of our wider safeguarding obligations. Our DSLs and senior leaders are aware of the revised Prevent duty guidance: for England and Wales, especially paragraphs 141-210, which are specifically concerned with education.

Our staff are aware that children may be susceptible to radicalisation into terrorism. Similar to protecting children from other forms of harms and abuse, protecting children from this risk is a part of our school's safeguarding approach.

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

The Prevent Duty is concerned with all forms of terrorism and extremism. It also includes some forms of nonviolent extremism. For example:

- Right Wing extremism
- Religious extremism
- Environmental and Animal Rights extremism
- School Massacre ideology
- Involuntary Celibate (Incel) ideology

Radicalisation is the process of a person legitimising support for, or use of, terrorist violence.

Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the Government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

Although there is no single way of identifying whether a child is likely to be susceptible to radicalisation into terrorism, there are factors that may indicate concern.

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This can include seeking advice from Hertfordshire County Council's Prevent Programme Manager, a referral to Children's Services or Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism.

The DfE also has a dedicated telephone helpline, 020 7340 7264, which all staff and governors can call to raise concerns about extremism for a pupil. In non-emergency situations DSLs can also email counter.extremism@education.gov.uk.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

Concerns about mental health

Mental health difficulties can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Poor or deteriorating mental health can also be a safeguarding concern in its own right. Our staff know to be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

If a staff member has a concern about a child's mental health which they consider to also be a safeguarding concern, they must speak to/refer to the school's DSL who will evaluate if the child is at risk of immediate harm, and if so, will escalate to the appropriate level of support which includes speaking to the school lead for Mental Health. If you have a mental health concern about a child that is not also a safeguarding concern, speak to the DSL and Mental Health Lead who will agree a course of action.

If a child is experiencing low moods, low self-esteem and general anxiety, our school Mental Health Lead will be able to provide some advice about some self-accessed support through relevant approved wellbeing websites and apps. If however, the child is presenting with a concerning level of low mood and anxiety for a period of time then our mental health lead in partnership with the DSL will discuss with the child and their parents/carer to explore options of support. It is likely that the DSL and Mental Health Lead will use Roundwood Park's Mental Health Services Pathway Map to identify early help, which may be via in-house counselling or other mental health provisions, or via referral to external agencies.

The Single Point of Access (SPA) Mental Health phoneline is available 24/7 on 0800 6444 101 and can be used when there is an urgent or 'crisis' concern as well as for moderate and non-urgent concerns. Further information and resources can be found on The Grid. If, however, a child/young person is at immediate risk the school will recommend they need to be sent to A&E, or dial 999.

Creating a culture where children feel safe in school and minimising the risk of all forms of abuse.

We recognise the importance of taking proactive action to minimise the risk of any form of abuse, neglect and exploitation irrespective of from whom and where this comes from, including child-on-child abuse. Creating a supportive environment where children can feel confident in reporting incidents is key to our safeguarding culture in Roundwood Park School

We expect all staff to:

- challenge any form of derogatory or sexualised language or inappropriate behaviour between peers, including requesting or sending sexual images
- be vigilant to issues that particularly affect different genders, for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- ensure our curriculum helps to educate pupils about appropriate behaviour and consent

- ensure pupils are able to easily and confidently report abuse using our online safeguarding support tool

- reassure victims that they are being taken seriously

- be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems in the school or elsewhere that could be addressed by us updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with our safeguarding partners

- support children who have witnessed sexual violence, especially rape or assault by penetration. We will do all we can to make sure the victim, and alleged perpetrator(s) and any witnesses are not bullied or harassed

- consider intra-familial harms (adults close to the child and family) and any necessary support for siblings following a report of sexual violence and/or harassment.

Our staff are trained to understand:

- how to recognise the signs of child-on-child abuse, and know how to identify it and respond to reports

- even if there are no reports of child-on-child abuse in school, it does not mean it is not happening – staff should maintain an open mind and attitude of "it could happen here"

- if they have any concerns about a child's welfare, they should act on them immediately rather than wait to be told; and always speak to the DSL should they be unclear

- children may not always make a direct disclosure and therefore they must be aware that:

    - children can show signs or act in ways they hope adults will notice and react to; it may be that their difficulties emerge from behaviour when they do not have the language to express themselves

    - a friend of the child may share information to a staff member or make comments; professionally curiosity is key, do not fear exploring the information and asking open ended questions

    - staff overhear a conversation between children

    - a child's behaviour may change suddenly with no clear reason or precipitating event that might offer some explanation

    - some children can face additional barriers to telling someone, for example they have a disability, special educational need, age gender, ethnicity and/or sexual orientation etc.

    - one child's concerning/abusive behaviour towards another could be an indicator of that child having been harmed themselves.

Responding to a Safeguarding Concern

All staff, volunteers, and governors must follow the procedures set out below in the event of a safeguarding concern that meets threshold for referral to Children's Social Care. For early help intervention see the continuum of need and the Families First Portal

If a child is suffering or likely to suffer harm, or in immediate danger

DSLs will make referrals in the following way:

1) If the child is at <u>immediate risk of significant harm</u> or likelihood of significant harm they will call Children's Services (as below) and/or police 999 specifying their child protection concerns

2) Alternatively, if not an immediate risk but the child is considered to be suffering or at risk of suffering significant harm they will complete the necessary request for support form (for that LA), specifying their child protection concerns.. **Anyone can make a referral to Police and/or Children's Services** therefore, we expect all staff and volunteers in our school community to act immediately and not delay if they consider a child to be in immediate danger using the pathways below.

For non-DSLs to make a referral to Children's Social Care:

Hertfordshire County Council Children's Social Care	Customer Service Centre	Children's Services includes SOOHS (Out of Hours Service-Children's Services) – 0300 123 4043
	Online Referral Portal	*Professionals use only*
Central Bedfordshire Children's Services	Access and Referral Hub	0300 300 8585 (Office Hours) 0300 300 8123 (Out of Hours)
Luton Children's Services	Multi-Agency Safeguarding Hub	01582 547653 (Office Hours) 0300 300 8123 (Out of Hours)

 The staff member must inform the DSL as soon as possible.

If a child resides in a neighbouring Local Authority (outside of those listed above), the GOV.UK webpage for reporting child abuse to your local council: Report child abuse to a local council - GOV.UK (www.gov.uk) is accessible to assist staff.

To contact the Police:

Call Police on 999 if urgent, if not urgent call 101.

Concerns about a child (not considered to be suffering harm, at risk of suffering harm or in immediate danger)

Where staff have a concern for a child which does not indicate that they are suffering or likely to suffer immediate harm or in immediate danger they should follow the setting's internal processes for submitting a Record of Concern via CPOMS, our online recording system.

Upon receipt of the Record of Concern, the DSL (or deputy DSL) should consult Hertfordshire's Continuum of Need or, if needed, seek further consultation to consider an appropriate level of response to take. The DSL (or deputy) should acknowledge the concern and feedback wherever appropriate. Staff must not assume that action has been taken unless they have received feedback from the DSL (or deputy DSL) who responded.

If a child makes a disclosure to a member of staff or volunteer

All staff are aware they should be prepared, when possible, as children can disclose spontaneously.

We consider the term 'the child's voice' to represent not only what children say directly, but rather the many ways that children communicate with us, including both verbal and non-verbal communication. The child's lived experience means seeing and understanding their experiences from their point of view, our staff understand that it is very important to always record exactly what a child has said rather than interpret this from an adult/ their own perspective. Roundwood Park School is situated within Hertfordshire County which has a rich and diverse population, we cannot and do not assume that all children and their families will have English as their first language nor may a child with SEND have speech or language ability to convey verbally any difficulties they may experience without aids and methods to facilitate their voice. Therefore, our staff give careful consideration to knowing that a child may:

● Not feel ready or know how to tell someone that they are being abused, exploited or neglected

● Not recognise their experiences as harmful

● Feel embarrassed, humiliated, or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers.

All staff at Roundwood Park School must ensure that no child is ever made to feel that they are 'any trouble' if they need time and space to share their worries with staff.

Roundwood Park School culture of safeguarding endorses the following principles of meaningful engagement with children to include:

Respond:

Listen

● showing patience regardless of a child's age as we know they can find it hard to find the words to express themselves

● encouraging children to tell their story in their own words

● avoiding the use of leading questions or suggesting what may have happened, instead we maintain genuine curiosity, and only ask open-ended questions / prompts.

Reassure

● making sure a child does not feel they are in trouble and that they have done the right thing in speaking to staff

● we let a child know it is not their fault as children are often made to feel blame by those harming them

● never promising confidentiality and being transparent about our obligations to share information if we are concerned that they are at risk of harm

● helping children to understand how we plan to support them and their family and let them know what action we will need to take next to support them.

Stay Calm

● Try not to panic, be aware of your own reactions and feelings, avoid showing shock, anger, or disgust

● Do not insult the alleged abuser, however frustrated you may privately feel, children can be very protective of people they care about, even if that person is abusing them.

Refer:

Our staff know that reporting concerns is a procedural requirement when safeguarding and promoting the welfare of children. Our staff are clear that they must:

- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it

- Ensure this write up is entered onto CPOMS (Child Protection Online Management System), the online reporting system used at Roundwood Park School. Alternatively, if appropriate, make a referral to Children's Social Care and/or the Police directly (see section 8). Prioritise this above all other work.

- Inform the DSL of your actions as soon as possible.

- Do not disclose any information to anyone aside from those within your DSL team, unless you are told to do so by a relevant agency involved in the safeguarding process.

The DSL or deputy will:

- use Hertfordshire threshold guidance to initially assess the concerns raised and consider the impact on the child's welfare, at the same time their safety. They will also review the child's record in order to establish if there has been any previous concerns (records help to establish relevant history and risk factors for example even if a concern appears low level on the surface, a series of incidents can highlight patterns of ongoing abuse and neglect.) The DSL will use the Continuum of Need to support their analysis and rationale for any decision

- DSL or deputy will speak to the child to verify their wishes and feelings, contact the child's parents or carers to either inform them of the concerns and also to gauge their view (it will be at the discretion of the DSL team to carefully consider if this action may place a child at further risk, e.g. if the child has disclosed abuse and neglect caused in the family home)

- if the child has not suffered significant harm as defined by the Children Act, DSL may also decide to seek advice through the range of Hertfordshire departmental non child protection advice lines. The purpose of these are to support DSLs to consider the best options to engage children and their families with an offer of early help support, preventing escalation where possible but also request for support via Children's Services where necessary. Examples of this are managing any support for the child internally via the school's or college's own pastoral support processes and/or undertaking a Families First Assessment

- if it is immediately apparent that a child has suffered significant harm or is at risk of harm e.g. suffered abuse, neglect and/or exploitation, the school's DSL will make a referral to Children's Social Care to request support at the earliest opportunity; consent will be gained where appropriate. If there has been a crime committed within the circumstances of the abuse, they will also report this to the Police.

The Local Authority Children's Social Care will:

Within one working day of a referral being made, a social worker should acknowledge its receipt to the school's DSL and make a decision about the next steps and the type of response that is required. This will include determining whether:

- the child requires immediate protection and urgent action is required

- any services are required by the child and family and what type of services

- the child is in need and should be assessed under section 17 of the Children Act 1989. Working Together to Safeguard Children provides details of the assessment process

- there is reasonable cause to suspect the child is suffering, or likely to suffer, significant harm, and whether enquiries must be made, and the child assessed under section 47 of the Children Act 1989. Working Together to Safeguard Children provides details of the assessment process

- further specialist assessments are required to help the Local Authority to decide what further action to take

- the DSL or deputies should follow up if this information is not forthcoming.

Anyone working/volunteering with children can make a referral, if in an emergency staff are unable to locate or do not have time to inform DSL of a serious concern, the following process must be followed without delay.

Professional referrals are made using the online referral form located on Hertfordshire Safeguarding Children Partnership website. (consent is needed from parents and carers, unless to do so may place a child at risk).

If someone is in danger or a crime has also been committed call the Police on 999.

Out of hours (17:30-08:00 and weekends) call 0300 123 4043.

Members of the public (non-school staff), parents, carers, children and young people can call Children's Services at any time of the day or night on 0300 123 4043.

This link provides leaflet for parents and carers HSCP Family Leaflet (hertfordshire.gov.uk)

Reporting systems for children

Roundwood Park School is committed to ensuring that all children feel safe and comfortable to share and report any concerns and/or allegations about their life at home, in the community, online or regarding a member of staff or other children in the school. As outlined above, all our staff are clear on the importance of listening and supporting children when making disclosures, and the need to reassure them.

Where there is a safeguarding concern, we will take the child's wishes and feelings into account when assessing information, considering necessary actions and any subsequent implementation of advice or support.

To achieve this, we have:
- Clear systems in place for children to report abuse, knowing they will be listened to and supported
    - All students are regularly reminded (at least once a term) of the trusted adults they can go to for support. This is both through form time activities and via the safeguarding posters around school.
- Accessible reporting systems which are well promoted and understood by the children so they can easily report concerns via this pathway should they wish
    - Students are regularly reminded (at least once a term) that they can make a referral for themselves or a peer to the safeguarding team if they are worried about their own, or

another's safety. This is via an icon on the student VLE dashboard, and via a QR code on all safeguarding posters.

- A clear culture and ethos in our school that promotes taking concerns seriously, and offers children opportunities to safely express their views and any worries they may have.
  - Students have regular opportunities to provide student voice about their lived experience within school. This includes but is not limited to the Quality of Life Survey, Sexual Harm Survey and the Intolerance and Discrimination Survey.
- Regular opportunities to discuss safeguarding issues within PSCHE and the wider curriculum as well as hearing from outside speakers.

Risk Management Plan (RAMP) and Safety and Support Plan (S&SP)

RAMP - When there has been a report of sexual violence, or and harassment, the DSL (or a deputy) will make an immediate Risk and Needs Assessment for both the alleged victim and the perpetrator. The RAMP is to enable the DSL to use their critical thinking and consider what the needs of any child/ren are, analyse what are the risks and what measures can be put in place to protect children and keep them safe from further harm. Risk assessments will be recorded (paper or electronic) and kept under review.

The school risk assessment is not intended to replace the detailed assessments of other expert specialist assessments, but the DSL will seek and share information from other agencies where required to inform the school's understanding form a multi-agency perspective so that a holistic approach in supporting and protecting children can be strengthened.

We are aware that children who are victims of sexual violence and sexual harassment will find the experience stressful and distressing, this can also impact on the family and can cause the child adverse effect on their educational attainment and can be exacerbated if the alleged perpetrator(s) attends the same school or college. The RAMP will take this into account and plan accordingly on the gravity of a situation on treat incidents on a case-by-case situation.

Keeping Children Safe in Education, Part Five Sexual Violence and Sexual Harassment provide statutory duty for schools and colleges.

The RAMP is the responsibility of Roundwood Park's leadership and management team, and it is critical that parents and cares place confidence and trust in our school by working with us and supporting the plan.

All schools and colleges are at liberty to adopt any form of risk management and safety planning protocols, at Roundwood Park we use the following types of risk management to not only support children presenting with Harmful Sexual Behaviour but more commonly we experience a range of specific safeguarding issues that vulnerable children and young people are faced with, examples of these cited in Part one and Annex B KCSiE.

Risk Assessment Management Plan (RAMP) for Harmful Sexual Behaviour (HSB)

The RAMP framework provides DSLs in our school/college the means to:

- · Assess the needs and risk of children and young people when they have presented with Harmful Sexual Behaviour (for age-appropriate exploratory sexual behaviours, use Safety and Support Plan framework).

- · Guidance and evidenced based resources to support DSLs critical thinking and analysis using a multi-agency approach to identify risk and strengths.

- · Template to support and manage risk by developing a day today plan to safeguard and promote the welfare of Children and Young People (CYP), monitor and review their progress.

Safety and Support Plan (S&SP) for all *safeguarding issues and specific forms of abuse and harm*

The S&SP framework provides DSLs in our school to:

1. Assess the needs and risk of children and young people when they have presented with vulnerabilities associated with themes set out part one and Annex B 'Keeping Children Safe in Education' this includes all forms of child-on-child abuse. (If CYP is presenting with high problematic and Harmful Sexual Behaviour use the RAMP framework).

2. Guidance and evidenced based resources to support DSLs critical thinking and analysis using a multi-agency approach to identify risk and strengths.

3. Template to manage risk by with a day today support plan therefore safeguard and promote the welfare of CYP, monitor and review their progress.

10. Online Safety and Filtering

We recognise the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues. Roundwood Park's Governing Board ensures that our DSL takes lead responsibility for online safety and understanding the filtering and monitoring systems and processes we have in place, alongside their safeguarding and child protection duties.

To address this, our school aims to:

● Have robust processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff, volunteers and governors

● Protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')

● Set clear guidelines for the use of mobile phones for the whole school community

● Establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate.

Our approach to online safety is based on addressing the following 4 categories of risk as identified in Keeping Children Safe in Education 2025:

Content – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, antisemitism, radicalisation and extremism misinformation, disinformation (including fake news) and conspiracy theories.

Contact – being subjected to harmful online interaction with other users, such as pressure from another child(ren), commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes

Conduct – personal online behaviour that increases the likelihood of, or causes harm, such as making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography), sharing other explicit images and online bullying; and

Commerce – risks such as online gambling, inappropriate advertising, phishing and/or financial scams.

To meet our aims and address the risks above, we will educate pupils about online safety as part of our curriculum. For example:

● The safe use of social media, the internet and technology

- Keeping personal information private

- How to recognise unacceptable behaviour online

- How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they're a witness rather than a victim

We will also:

- Train staff, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring.

- Educate parents/ carers about online safety via our website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety

- Make sure staff are aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, as set out in the IT Acceptable Use Policy.

- Explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones

- Make sure all staff, pupils and parents/ carers are aware that staff have the power to search pupils' phones, as set out in the DfE's guidance on searching, screening and confiscation

- Put in place robust filtering and monitoring systems to limit children's exposure to the 4 key categories of risk (described above) from the school's IT systems.

- Carry out a review of our approach to online safety, supported by a risk assessment that considers and reflects the risks faced by our school community

- Provide regular safeguarding and children protection updates including online safety to all staff, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively

- Review the child protection and safeguarding policy, including online safety, annually and ensure the procedures and implementation are updated and reviewed regularly.

Artificial intelligence (AI)

Generative artificial intelligence (AI) tools are now widespread and easy to access. Staff, pupils and parents/carers may be familiar with generative chatbots such as ChatGPT and Google Bard.

Roundwood Park School recognises that AI has many uses, including enhancing teaching and learning, and in helping to protect and safeguard pupils. However, AI may also have the potential to facilitate abuse (e.g. bullying and grooming) and/or expose pupils to harmful content. For example, in the form of 'deepfakes', where AI is used to create images, audio or video hoaxes that look real.

Roundwood Park School will treat any use of AI to access harmful content or bully pupils in line with this policy and our Behaviour policy.

Staff should be aware of the risks of using AI tools whilst they are still being developed and should carry out risk assessments for any new AI tool being used by the school.

11. Managing Allegations About Staff, School's Safeguarding Policies & Practice

All staff and volunteers at Roundwood Park hold positions of trust and are expected to uphold safe working practices outlined in our staff code of conduct.

A **'position of trust' r**efers to any role where an adult holds power or influence over a child due to the nature of their work (either paid or voluntary). As defined in the Sexual Offences Act 2003 (Sections.16-24) and further clarified by the Crown Prosecution Service, **it is a criminal offence for anyone in a position of trust to engage in sexual activity with a child in their care – even if that child is aged 16 or 17 and legally considered to have reached the age of sexual consent (16)**; this includes both in-person and online interaction, within or outside of employed/voluntary hours.

A **breach of trust** occurs when an adult working or volunteering with children crosses established boundaries in their professional relationship with a child or young person through inappropriate behaviour that involves an abuse of their position or authority. The behaviour itself does not need to be illegal to constitute a breach of trust – even when the child or young person is over the age of consent (16). Examples include:

· A 19-year-old Youth Worker at a youth club initiating a personal relationship with a 16-year-old club member.

· A teacher engaging in an intimate or sexual relationship with a Sixth-Form student.

These behaviours undermine professional integrity and breach safeguarding standards and Roundwood Park's staff code of conduct regardless of legal consent due to the imbalance of power and the professional duty of care.

Roundwood Park School are required to comply with the procedures set out in Hertfordshire Safeguarding Partnership procedures manual section 5.1.5. 5.1.5 Managing Allegations Against Adults Who Work With Children and Young People when there are concerns or allegations about staff.

The two levels of Concerns and Allegations are:

1. Concerns/Allegations that may MEET the harm threshold.	2. Concerns/Allegations that DO NOT meet the harm threshold.
An allegation may relate to a person who works with children who has: • behaved in a way that has harmed a child or may have harmed a child. (Harm threshold) • possibly committed a criminal offence against or related to a child; (criminal threshold) • behaved towards a child or children in a way that indicates they may pose a risk of harm to children, (suitability threshold) • behaved or may have behaved in a way that indicates they may not be suitable to	Behaviours that are inconsistent with school's staff code of conduct and other associated policies, or is otherwise not considered serious enough to consider a referral to the Local Authority Designated Officer (LADO), therefore low level concerns LLC) e.g. • being over friendly with children • having favourites • taking photographs of children on their mobile phone, contrary to school policy • engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or • humiliating children.

work with children (transferable risk threshold).	Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse. Low-level concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

When concerns/allegations meet the harm threshold Roundwood Park School are required to comply with both Part Four of KCSiE and also Hertfordshire Safeguarding Children Partnership procedures manual section 5.1.5 Managing Allegations Against Adults Who Work With Children and Young People

All staff and volunteers are required to immediately report any level of concerns about behaviour and/or conduct of adult working/volunteering with children towards a child to the headteacher (or as detailed below). This includes reporting adults who are providing out of school activities/leasing school facilities.

It is important for staff or any person associated with Roundwood Park to know who to report concerns to:

Concern/Allegation about	Report to
Member of staff (including volunteers, supply staff and contractors)	**Headteacher, Principal or Proprietor** **(or other with leadership status)** If the allegation is against supply staff or contractor, leadership, management will pass on report to the adult's employer at their agency/company.
Headteacher, Principal or Proprietor	**Chair of Governors / Vice Chair of Governors / Trustee board** Your school website or Child Protection policy will have details of your Chair/Vice Chair of Governors.
Chair of Governors / Vice Chair of Governors / Trustee board	**Local Authority Designated Officer LADO** *(for staff only)* LADO.Referral@hertfordshire.gov.uk and/or Report to the police on 101 or if urgent 999
If you are worried that the concerns raised have not been taken seriously or escalated.	**Chair of Governors** governors@roundwoodpark.co.uk **Police** 101 **Children Services** 0300 123 4043 **NSPCC Whistleblowing Helpline** 0800 028 0285

	NSPCC Whistleblowing Email help@nspcc.org.uk
Concerns/Allegations relating to an incident that happened when an individual or organisation has used school premises for running activities for children e.g. community groups, sports and faith associations, or service providers that run extra-curricular activities)	**Headteacher, Principal or Proprietor** As with any safeguarding allegation, DSL will follow their schools safeguarding policies and procedures, including informing the LADO. Out-of-school settings: safeguarding guidance for providers - GOV.UK

Upon receipt of the information, the Headteacher/Chair of Governors will review whether the allegation/concern meets the LADO threshold giving consideration to our staff code of conduct and 5.1.5 HSCP procedures. If necessary, they will compete a LADO referral within one working day.

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

If we are uncertain of threshold criteria for either LADO referral or LLC we consult with school's HR and the LADO. At Roundwood Park School, we have clear codes of conduct and processes in place to deal with any concerns or allegations which do not meet the LADO threshold. Such concerns may arise from suspicion, complaint, safeguarding concerns or allegation from another member of staff, disclosure made by a child, parent or another outside of the school or pre-employment vetting checks.

All low-level concerns should be referred as above, to the Headteacher in the first instance, or to the Chair of Governors if regarding the Headteacher.

The role of the Case Manager for Low-Level Concerns

In our school, the Case Manager is a senior leader—for example, the Headteacher, Principal, or Designated Safeguarding Lead (DSL). If concerns involve the Headteacher or Principal, the Chair of Governors or Trust, or Proprietor fulfils this role.

When a Low-Level Concern is raised (including third-party reports), the Case Manager or their nominated deputy will:

- Speak with the person who raised the concern (unless this was raised anonymously)
- Speak with the individual subject to the concern
- Identify and interview any other involved parties or witnesses

The information gathered will help us to categorise the type of behaviour and determine what further action may need to be taken. This information will be recorded in writing along with the rationale for our decisions and action taken.

The Case Manager, a nominated deputy, or Chair of Governors will respond to reports of Low-Level Concerns in-line with the schools' internal due processes for managing safe-staffing, our response may include the following:

- Prioritise the safety and wellbeing of any alleged victim and all other pupils

- Share details only with those who need to know to maintain confidentiality

- Conduct further inquiries with relevant children, staff, parents, or witnesses

- If there are reasonable grounds, launch a formal internal investigation following the school's internal processes

- Consult Human Resources on possible breaches of the staff code of conduct, Teachers' Standards, or TA regulations to assess disciplinary thresholds

- Inform the subject of the concerns and outline available support during the inquiry

- Determine when to allow the subject to present their account

- Review all evidence and decide on an outcome

- If no risk of harm is found, consider additional training or monitoring for the staff member

- If new information raises serious risk or meets the harm threshold, refer the matter to the LADO

Roundwood Park fosters a safeguarding culture where every staff member is professionally curious. We:

· Clarify expected staff behaviour and help them distinguish it from concerning conduct

· Encourage prompt reporting of Low-Level Concerns

· Address unprofessional behaviour early and support corrective measures

· Handle concerns sensitively and in proportion to their nature

· Use reported concerns to identify and address any weaknesses in our safeguarding systems

Record keeping for Concerns and Allegations

It is vital that our stakeholders know how to share information about concerns for professionals and volunteers working with children. To ensure safe working practice:

· All staff and volunteers must record the details of the Low-Level Concerns and submit them to the Headteacher/Principal

· Records are confidential, stored securely, and comply with the Data Protection Act 2018 and UK GDPR

· If a pattern of inappropriate behaviour emerges, the Case Manager will decide on disciplinary action, or if the Harm Threshold is reached, refer to the LADO (per KCSiE Part Four, Section One)

· We will review and revise relevant policies or training to address any school-culture factors that enabled the behaviour

· Records of concerns are retained by Roundwood Park until the individual reaches retirement-age or for the next ten years, whichever period is longer

Managing Allegations (those that DO MEET the Harm Threshold for LADO)

These are Roundwood Park's procedures for managing cases of concerns/allegations that meet the Harm Threshold and may indicate a person is a risk of harm to children if they continue to work in their present position, or in any capacity with children and young people. This is the process and the threshold criteria we apply if it is alleged that anyone working in our school or a college, including supply teachers, volunteers and contractors has:

Behaved in a way that has, or may have harmed a child/young person	*Possibly committed a criminal offence against/related to a child/young person*	*Behaved toward a child/young person in a way that indicates he or she would pose a risk of harm*	*Behaved or may have behaved in a way that indicates they may not be suitable to work with children/young people*
Harm Threshold	**Criminal Threshold**	**Suitability Threshold**	**Transferable Risk Threshold**
Examples: Sexual abuse, including grooming, both directly or online Physical abuse Emotional abuse Neglect Exploitation Any form of abuse and neglect that has caused a child significant harm (as defined in the Children Act 1989)	Examples: Adult has been arrested / reported for downloading indecent images of a child Any sexual act that meets a criminal threshold	Examples: Adult has been the subject of criminal procedures Caused harm or possible harm to a child or adult at risk Failed to understand or comply with the need for clear personal and professional boundaries in the workplace Conduct concerns or breach of policies that are more serious than Low-Level Concerns e.g. persistent, concerning behaviour	Examples: Concerns about the adult's 'reckless' behaviour and conduct in their personal and private life that could bring the school into disrepute Criminal misuse of substances, alcohol, drugs Criminal acts of dishonesty or violence against another person Sexual violence and harassment towards another adult or child Internet crime

What happens when an allegation is made against staff or a volunteer?

Headteacher/Chair of Governors may undertake initial inquiries to gather key information. They will assess whether the allegation meets the Local Authority Designated Officer (LADO) threshold, if it does, they will make a referral to LADO giving consideration to our school's staff code of conduct, managing allegations policy and 5.1.5 HSCP procedures. If necessary, they will compete a LADO referral within one working day.

If the allegation does not meet the harm threshold for LADO, our Headteacher/Chair of Governors will follow the school's Low Level Concerns policy.

Role of the Local Authority Designated Officer

The LADO does not have a public facing role. They do not, for example, liaise directly with children and their families, nor do they directly investigate allegations. Their role is as follows:

· **Case management** - oversee the process and ensure it is working, not to investigate.

· **Consultation** - provide advice and guidance to employers and voluntary organisations.

- **Monitoring** - the progress of cases to ensure that they are dealt with as quickly as possible consistent with a thorough and fair process.
- **Liaison** - with the Police, Children's Services, and other partner agencies (managers of the subject of allegation).

Role of school's Case Manager for Allegations

This will be a staff member in a senior role e.g. Headteacher/Principal or Chair of Governors/Trust, if the concerns are about our schools Headteacher/Principal, their remit is to:

- Clarify facts of the concerns/allegation (not investigate) before contacting the LADO.
- Take part in Strategy Meetings to liaise with other partner agencies.
- Undertake internal planned inquiries/fact finding.
- Take part to review the progress of the case in which there is a Police officer investigation.
- Operate a thorough disciplinary process when appropriate.
- Ensure a properly managed conclusion and outcome to process.

Keeping children safe during community activities, after-school clubs and tuition

As a provider, Roundwood Park School have a legal duty of care to try to ensure our environment is safe for children who visit in addition to those who already attend our setting.

We may receive an allegation or concern relating to an incident that happened when an individual or organisation were using our school premises for the purposes of running activities for children (for example community groups, sports associations, or service providers that run extra-curricular activities). As with any safeguarding allegation, Roundwood Park School will follow our safeguarding policies and procedures, including informing the LADO where appropriate.

The governing board will ensure any organisation that hires the school premises is compliant with guidance set out in in After-school clubs, community activities and tuition: safeguarding guidance for providers – GOV.UK (www.gov.uk) In particular we have embedded within our lease agreement with external organisations the standards and expectations for them to provide evidence and assurance of their safeguarding and child protection procedures. This applies regardless of whether or not the children who attend any of these activities are children on the school roll or not.

Other complaints

If any of our stakeholders are not satisfied with any aspects of how we manage and operate within our policy and procedures and also how we exercise our duty of care for children, please follow our school Complaints Procedures that you can find on our school website here.

Whistleblowing

At Roundwood Park School we strive to create a culture of openness, trust and transparency to encourage all staff to confidentially share any concerns they have about poor or unsafe practice, concerns or allegations against staff or the school's safeguarding practice and arrangements so they can be addressed appropriately.

The procedures for raising concerns about the school's safeguarding practice can be found in the Whistleblowing Policy here.

Alternatively, whistleblow directly to Children's Social Care on 0300 123 4043 and/or the Police 999 or to the NSPCC Whistleblowing Helpline 0800 028 0285 help@nspcc.org.uk

12. Record Keeping

At Roundwood Park School, we will hold records confidentially, safely, securely and in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Records will include:

● A clear and comprehensive summary of the concern

● Details of how the concern was followed up and resolved

● A note of any action taken, decisions reached, and the outcome.

Concerns and referrals will be kept in a separate child protection file for each child (either paper recorded or electronically).

Any non-confidential records will be readily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to know/ access them.

Safeguarding records relating to an individual child will be retained for the student until they reach their 25th birthday or 31st birthday if there is an EHCP in place (Information Records Management Society 2022). eBook: Ultimate Guide to Electronic Records Management | Laserfiche

Safeguarding records which contain information about allegations of sexual abuse were being retained for the Independent Inquiry into Child Sexual Abuse (IICSA). This has now concluded and the Home Office sent a letter to schools advising that files no longer needed to be kept indefinitely. However, the recommendations from the inquiry have stated:

Recommendation 17: Access to records The UK government should direct the Information Commissioner's Office to introduce a code of practice on keeping and accessing records which relate to child sexual abuse. The code should require records about child sexual abuse and allegations of child sexual abuse to be kept for 75 years, with appropriate review periods.

The school will follow the recommendation 17.

Receiving in and transferring pupil records to other education provision

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the DSL will ensure that their safeguarding information file is forwarded as soon as possible, securely, and separately from the main pupil file.

To allow the new school/ college to have support in place when the child arrives, this should be within:

- **5 days** for an in-year transfer, or
- **the first 5 days** of the start of a new term.

In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the wellbeing and safety of the child.

Retention, archiving and destruction of records

For records that are not transferred to another school, for example the child leaves the country or is going to be home educated, we have:

- A clear retention policy
- Secure and appropriate system to archive with restricted access
- We have a written assurance from our providers of our electronic recording systems that all records are maintained securely which includes any archived records.

Storage, retention, and destruction of our child protection files is also made clear in our data management policy.

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13. Safeguarding Training and Development

To fulfil our aim of continuous improvement in order to safeguard our pupils, we ensure that learning and development starts at induction. All staff, supply contractors, leadership and management, and governing board / trustee board, undertake the minimum safeguarding training. We want reassurance for our children and families that all staff are aware of systems within our school, and have the skills and knowledge to follow our schools procedures.

Induction
- Child Protection Policy - which should amongst other things include the policy and procedures to deal with child-on-child abuse
- Behaviour Policy - which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying
- Staff Code of Conduct - which should amongst other things include low-level concerns, allegations against staff and whistleblowing
- Safeguarding response to children who are missing from education, along with those absent from education, particularly on repeat occasions and/or prolonged periods and
- Role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies)
- Copies of/ given links to Part One KCSiE (What school and college staff should know and do) or Annex A, (condensed version for volunteers and non-teaching staff if appropriate).

Safeguarding children training for all staff and senior leadership

This training will be regularly updated and will:
- Be integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning
- Be in line with the quality and standards expected from our 3 safeguarding partners (Hertfordshire Safeguarding Children Partnership)

- Include online safety, including an understanding of the expectations, roles and responsibilities for staff around filtering and monitoring

- Have regard to the Teachers' Standards (and TA regulations) and code of conduct to support the expectation that all teachers and those that work with children in regulated activity can confidently:

  o Manage our pupils' behaviour effectively to ensure a positive and safe environment

  o Have a clear understanding of the needs of all pupils, especially pupils with protected characters and those that are on any type of plan to support their needs.

In addition, all staff will have training that raises awareness of children susceptible to extra familial harm such as radicalisation which our school adopts the government's anti-radicalisation strategy, and Prevent duty to enable us to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Our school's current safeguarding training schedule is as follows:
All staff, including DSL/ deputy(s) and whole school staff must attend safeguarding children training every 3 years

- Our school's DSL will also provide an annual update to all staff,

- Staff will receive regular online safety training and/or updates

- Staff will receive annual Cyber Security training to adhere to the filtering and monitoring standards

- Staff receive annual Prevent refresher training provided by the Home Office and a more in-depth training including local threats every three years.

- Throughout a given academic year, our school's DSL provides for all staff relevant **updates** as changes occur to keep abreast of our whole school approach and thus supporting staff to fulfil their role as set out in Part One of KCSiE (for example, through emails, e-bulletins, staff meetings and learning briefings).

- **Contractors** who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training, and if not undertaken at our school we will ensure through their employer that they have the skills and knowledge to blend in with our school's policies and procedures.

- We value our school's **volunteer's** cohort; they play a very important part in our school to work alongside staff to support and protect our pupils. We anticipate that all volunteers share our whole school approach and are willing to receive appropriate training and support from our staff.

DSL and Deputy(s)

- The DSL and deputies will undertake Designated Safeguarding Lead 2-Day Training

- This training above is refreshed every 2 years.

- The DSL and deputies will also undertake the same training programme as all staff, listed above

- In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments)

- It is desired that our DSL and deputies, when capacity permits, undertakes multi-agency training, this provides opportunities to develop further their knowledge and skills to work with a wide range of safeguarding themes that our children and families can be affected by locally. The three safeguarding partners and HSCP provides a local offer of such training on their website. HSAB and HSCP training and resources | Hertfordshire County Council

Governors

All governors receive training about safeguarding and child protection (including online safety) at induction, which is updated annually. This is to make sure that they:

- Have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge

- Can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding

- As the Chair of Governors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the Headteacher, they receive training in **Managing Concerns and Allegations** for this purpose.

Headteachers, Principals and Proprietors

As Headteachers, Principals and Proprietors are ultimately responsible for safeguarding children from adults who work or volunteer with children and are either unsuitable or pose a risk to children, therefore it is highly recommended that **Managing Concerns and Allegations** training is undertaken in order to maintain an ongoing vigilance of safe practice and culture within the school. This is updated every four years.

Safe Recruitment – interview panels

At least 1 person conducting any interview for any post at the school will have undertaken **safer recruitment** training. This will cover, as a minimum, the contents of Keeping Children Safe in Education, and will be in line with local safeguarding procedures. All members of senior leadership, including the DSL is safer recruitment trained.

More information can be found in our Safer Recruitment Policy.

14. Quality Assurance, Improvement and Practice

Roundwood Park School endeavours at all times to provide an education and learning where children feel safe and are kept safe by all staff. One way we review and monitor our practice is through auditing: it is important that we are aware of the level of our school's compliance to key guidance such as KSCiE. We want to be open, transparent and reassure all our stakeholders, including regulators, what we are proud of and what we need to strengthen to meet our own ambitions for standards. It is therefore standard practice that we factor in on-going auditing schedule objectivity and scrutiny by our Governing Board and all Senior Leadership, children, students and their parents and carers.

We also commission other scrutineers to help us seek reassurance of our practice e.g. Herts for Learning Education, School Effective Advisors and the Local Authority Child Protection School

Liaison Service who act as the interface between education and Hertfordshire Social Care and provide support and advice when required.

This policy will be reviewed **annually** by Hannah Semple. At every review, it will be approved by our full Governing Board.

Appendix 1: Declaration for whole school staff

Declaration for whole school staff to verify they have read and understood the school's Child Protection Policy and other key guidance

Staff complete a digital compliance check along with a knowledge quiz, provided by 'The Key Safeguarding'

Appendix 2: Declaration for Governing Body

Declaration for Governing Board to verify they have read the school's Child Protection Policy and KCSiE 2025 via Governor Hub.

Appendix 3: Safeguarding Issues and Specific Forms of Abuse

Children occupy all types of places and spaces when socialising, either directly with other or online. Some of these contextual environments away from their home can present additional risks of harm and exploitation that could impact on their welfare and wellbeing. Preventative safeguarding is about having arrangements in place so that whole school staff are made aware of these and know the signs that a child is susceptible or already being impacted on. The aim of your school safeguarding arrangements is to identify those children so that early help support for the child and, where applicable, their family can be offered early help support.

All staff play an important part in your whole school approach to report any concern to your school's DSL or deputies without delay.

Safeguarding Issues, Child-on-child abuse	Safeguarding descriptor, links for further learning
Bullying	Including cyberbullying, prejudice-based and discriminatory bullying. Cyber Aware - NCSC.GOV.UK Helping Children Deal with Bullying & Cyberbullying	NSPCC cyberbullying_teachers.pdf 5.1.13 Bullying Cyberbullying Guidance	Childnet
Abuse in intimate personal relationships between children	Sometimes known as 'teenage relationship abuse'. Teenage Relationship Abuse	The Children's Society (childrenssociety.org.uk)

	Expect Respect - Women's Aid (womensaid.org.uk) Controlling-Behaviour-in-Relationships-talking-to-young-people-about-healthy-relationships.pdf (womensaid.org.uk)
Physical abuse	Such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse) School strategies for preventing and tackling bullying No place for bullying Ofsted publication (publishing.service.gov.uk) How to talk to your children about bullying | UNICEF 5.1.7 Children Who Abuse Others
Sexual violence	Such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence) sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party. Sexual violence and sexual Harassment KCSiE (Part 5) Harmful sexual behaviour (HSB) or peer-on-peer sexual abuse | NSPCC Learning 5.3.10 Online Safety harmful-sexual-behaviour-pathway-2021.docx (live.com) brooks traffic light tool - Search (bing.com) harmful-sexual-behaviour-strategy-2021-23.docx (live.com) Review of sexual abuse in schools and colleges - GOV.UK (www.gov.uk) Overview | Harmful sexual behaviour among children and young people | Guidance | NICE
Consensual and non-consensual sharing of nude and semi-nude images and/or videos	Also known as sexting or youth produced sexual imagery. Sharing nudes and semi-nudes: advice for education settings working with children and young people (publishing.service.gov.uk) Sharing nudes and semi-nudes: how to respond to an incident (overview) (updated March 2024) - GOV.UK (www.gov.uk)Sharing nudes and semi-nudes: how to respond to an incident (overview) (publishing.service.gov.uk)
Initiation/hazing type violence and rituals	This could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element. Who, what, why: Why is hazing so common? - BBC News
	Please note*: CSE, CCE, domestic violence, mental FGM, forced marriage, serious violence are set out below.*

Specific Forms of Abuse in Annex B of KCSiE, 2025	Safeguarding descriptor and links for further learning
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 also, for example, people loitering nearby or unknown adults engaging children in conversation. Home - Action Against Abduction 5.3.6 Safeguarding Children from Abroad (including Children who are Victims of Trafficking and Unaccompanied Asylum Seeking Children)
Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)	Both CSE and CCE are forms of abuse that occur where: • an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or • through violence or the threat of violence. CSE and CCE can affect children, both male and female, and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation. 5.3. 11 Children and young people affected by exploitation and serious violence (HSCP Procedures on line)
Child Criminal Exploitation (CCE)	CCE can include children being forced or manipulated into: • transporting drugs or money through county lines • working in cannabis factories, shoplifting, or pickpocketing • committing vehicle crime • threatening/committing serious violence to others • becoming trapped by exploitation, as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt • coerced into carrying weapons such as knives/carry a knife for self-protection • children involved in CCE often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and not treated as victims despite the harm they have experienced • the experience of girls can be very different to that of boys and the indicators may not be the same, especially as they are at higher risk of CSE: girls are at risk of CCE too. https://www.gov.uk/government/collections/county-lines-criminal-exploitation-of-children-and-vulnerable-adults Child sexual and criminal exploitation - Hertfordshire Grid for Learning (thegrid.org.uk) Criminal exploitation and gangs | NSPCC
Child Sexual Exploitation (CSE)	CSE is a form of child sexual abuse and may involve: • physical contact, assault by penetration (rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing • non-contact activities like 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 • can occur over time or be a one-off and may happen without the child's immediate knowledge for example through others sharing videos or images of them on social media

	• includes 16- and 17-year-olds who can legally consent to have sex. Some children may not realise they are being exploited as they believe they are in a genuine romantic relationship. CEOP Education (thinkuknow.co.uk) Child exploitation disruption toolkit - GOV.UK (www.gov.uk) 5.3.4 Hertfordshire's Strategy to Prevent Child Sexual Exploitation
County Lines	• County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line" • This activity can happen locally as well as across the UK - no specified distance of travel is required • Children are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims • Children can be targeted and recruited into county lines in a number of locations including any type of school (including special schools), further and higher educational institutions, pupil referral units, children's homes and care homes • Children are also increasingly being targeted and recruited online using social media. See CCE resources above Criminal exploitation of children and vulnerable adults: county lines - GOV.UK (www.gov.uk)
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 • The Ministry of Justice has launched an online child arrangements information tool with clear and concise information: may be unusual for parents and carers. Get help with child arrangements - GOV.UK (justice.gov.uk) Our resources for professionals | Cafcass
Children who are absent from education	All staff should be aware that children being absent from school or college, particularly repeatedly and/or for prolonged periods, and children missing education can act as a vital warning sign of a range of safeguarding possibilities. This may include: • abuse and neglect such as sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines • it may indicate mental health problems, risk of substance abuse • risk of travelling to conflict zones • risk of female genital mutilation, so-called 'honour' based abuse or risk of forced marriage. Early intervention is essential to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. It is important that staff are aware of their school's or college's

	unauthorised absence procedures and children missing education procedures. [Children missing from education - Hertfordshire Grid for Learning (thegrid.org.uk)](#)
Children missing from home *(NB this is not in Annex B but to illustrate the separate processes)*	Use school's CP procedures to escalate to Children's Services/Police . Operation Encompass for MISSING CYP is Hertfordshire's system for sharing information quickly with schools to safeguard children following the success of supporting children who have witnessed Domestic Abuse. [5.4 Children and young people who go missing form home / care](#)
Children with family members in prison	Approximately 200,000 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. The National Information Centre on Children of Offenders (NICCO) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children. [NICCO (National Information Centre on Children Offences)](#) [5.6.5 Children Visiting Prisons](#)
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) ● 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include: ● unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded ● 'Denial of Service' (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network, or website unavailable by overwhelming it with internet traffic from multiple sources ● making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above. [Meeting digital and technology standards in schools and colleges - Guidance - GOV.UK (www.gov.uk)](#) [Cyber Choices - National Crime Agency](#) Test Your Internet Filter [Verify that your Internet Filter is blocking illegal, harmful, and inappropriate content.](#) [when-to-call-the-police--guidance-for-schools-and-colleges.pdf (npcc.police.uk)](#)
Domestic Abuse (DA)	• DA encompass a wide range of behaviours and may be a single incident or a pattern of incidents

	• Abuse can be psychological, physical, sexual, financial, or emotional • Children can be victims of DA abuse e.g. see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse) • DA can have a detrimental and long-term impact on their health, well-being, development, and ability to learn. Domestic abuse: recognise the signs - GOV.UK (www.gov.uk) Helplines briefing: The impact of domestic abuse on children and young people from the voices of parents and carers (nspcc.org.uk) 5.1.9 Domestic abuse (HSCP procedures on line)
Homelessness	Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The DSL (and deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include: • household debt • rent arrears • domestic abuse and anti-social behaviour • the family being asked to leave a property. This is also a safeguarding issue and DSL should seek advice from Children's Social Care where a child has been harmed or is at risk of harm. Homelessness - Citizens Advice Stats and facts | Centrepoint Professional Resources - Shelter England
Mental Health (MH)	Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour, attendance, and progress at school. Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a MH problem. Education staff are well placed to observe children day-to-day and identify those whose behaviors that suggest they may be experiencing a MH problem or be at risk of developing one. Mental Health First Aid Kit | Childline Introducing the Sandbox: New online mental health digital advice and guidance service for 10-25s
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 and servitude • forced criminality • the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in Statutory Guidance.

	Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk) Hertfordshire Modern Slavery Partnership - Hertfordshire Grid for Learning (thegrid.org.uk) Safeguarding Children from Abroad (including Children who are Victims of Trafficking and Unaccompanied Asylum Seeking
The Prevent duty/ Preventing Radicalisation and Channel	Children may be susceptible to extremist ideology and radicalisation. • Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces • Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups • Terrorism is an action that endangers or causes serious violence to a person/people, causes serious damage to property, or seriously interferes or disrupts an electronic system. Channel is a voluntary, confidential support program which focuses on providing support at an early stage to people who are identified as being susceptible to being drawn into terrorism. The Prevent duty should be seen as part of school's and college's wider safeguarding obligations. https://www.gov.uk/government/publications/prevent-duty-guidanceP Prevent in Education - Hertfordshire Grid for Learning (thegrid.org.uk) 5.3.9 Prevent Guidance (HSCP procedures) Channel and Prevent Multi-Agency Panel (PMAP) guidance - GOV.UK (www.gov.uk)
Sexual Violence and Sexual Harassment between children in schools and colleges	Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur: • online • through a group of children sexually assaulting • sexually harassing a single child or group of children. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable. Keeping children safe in education - GOV.UK (www.gov.uk) 2020 Sexual Harassment Survey (publishing.service.gov.uk) brooks traffic light tool - Search (bing.com)
Serious Violence	Indicators, which may signal children are at risk from, or are involved with, serious violent crime: ● increased absence from school ● change in friendships or relationships with older individuals or groups ● significant decline in performance ● signs of self-harm

	- significant change in wellbeing - signs of assault or unexplained injuries - unexplained gifts or new possessions. Anything which could also indicate they have been approached by, or are involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation. https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence Hertfordshire Serious Violence Strategy & Delivery Plan
Female Genital Mutilation (FGM) *So-called 'honour' based abuse (includes both Female Genital Mutilation and Forced Marriage)*	FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences. Whilst all staff should speak to the DSL (or a deputy) any concerns about FGM, there is a specific legal duty on teachers they must report this to the Police. Multi-agency statutory guidance on female genital mutilation - GOV.UK (www.gov.uk) Child Abuse Linked to Faith or Belief – National FGM Centre Female genital mutilation, honor based violence and forced marriage - Hertfordshire Grid for Learning (thegrid.org.uk)
Forced Marriage	Forcing a person into a marriage is a crime in England. A forced marriage is: - one entered into without the full and free consent of one or both parties - where violence, threats or any other form of coercion is used to cause a person to enter into a marriage - threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. https://www.gov.uk/apply-forced-marriage-protection-order Multi-agency practice guidelines: Handling cases of Forced Marriage Forced marriage	Childline

Appendix 4: Operation Encompass Safeguarding Statement

Our school is part of Operation Encompass.

Operation Encompass is a national Police and education early intervention safeguarding partnership which supports children and young people who experience Domestic Violence and Abuse and which is in place in every Police force in England and Wales.

Children were recognised as victims of domestic abuse in their own right in the 2021 Domestic Abuse Act.

Operation Encompass means that the Police will share information with our school about **all** Police-attended Domestic Abuse incidents which involve any of our children PRIOR to the start of the next school day.

Once a Key Adult (DSL) and their deputy/ies (DDSLs) have attended either an Operation Encompass briefing or completed the online Operation Encompass Key Adult training they will cascade the principles of Operation Encompass to all other school staff and Governors. All school's staff and Governors can undertake the online training.

Our parents are fully aware that we are an Operation Encompass school, and we ensure that when a new child joins our school the parents/carers are informed about Operation Encompass.

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

As a staff we have discussed how we can support our children who are experiencing Domestic Violence and Abuse on a day-to-day basis and particularly following the Operation Encompass notification. We have used the Operation Encompass Handbooks to inform our thinking.

We are aware that we must do nothing that puts the child/ren or the non-abusing adult at risk.

The Safeguarding Governor will report on Operation Encompass in the termly report to Governors. All information is anonymised for these reports.

We have used the Operation Encompass Key Adult Responsibilities checklist to ensure that all appropriate actions have been taken by the school.

When Headteacher, DSL or DDSLs leave the school and other staff are appointed, they will ensure that all Operation Encompass log-in details are shared with the new Headteacher/Key Adults and that the new member of staff will undertake the Operation Encompass online training.