

Holme Grange School  
Whole School Policy including EYFS



## Safeguarding Policy, including Child Protection

Date	Amendment:	Reviewed by:	Authorised By:
July 2009	First Draft	C Robinson –HT	Tim Andrews – Chair of Govs
July 2010	Review	C Robinson – HT	Tim Andrews – Chair of Govs
August 2011	Review	C Robinson – HT	Graham Malcolm – Gov with responsibility for Safeguarding Ratified by Governing Body
June 2012	Review	C Robinson – HT	Graham Malcolm – Gov with responsibility for Safeguarding – Ratified by Governing Body
Autumn 2012	Review	C Robinson – HT Graham Malcolm	Govs meeting 19/11/12
November 2013	Review	C Robinson – HT Graham Malcolm – Gov	March 2014 Govs Meeting
April 2014	Review	C Robinson – HT Graham Malcolm - Gov	25 <sup>th</sup> June 2014 Govs Meeting
November 2014	Update	C Robinson – HT Graham Malcolm – Gov	26 <sup>th</sup> November 2014 Govs Meeting
June 2014	Review	C Robinson – HT Graham Malcolm - Gov	24 <sup>th</sup> June 2015 Full Govs Meeting
February 2015	Review	C Robinson – HT Graham Malcolm - Gov	March 2015 Governors' meeting
December 2016	Review	C Robinson – HT Delyth Lynch – Gov	March 2017 Governors' meeting
September 2017 (updated Jan 18)	Review	M.Jelley – DH Delyth Lynch – Gov	November 2017 Governors' meeting
September 2018	Review	M.Jelley – DH & DSL Delyth Lynch – Gov	November 2018 Governors' meeting
September 2019	Review	M.Jelley – DH and DSL Delyth Lynch – Gov	November 2019 Governors' meeting
July 2020	Review	M.Jelley, DSL J.Cooke DSL Delyth Lynch - Gov	SMT 15/09/2020 and passed to Governors
November 2020	Review	Jo Cooke DSL Delyth Lynch Gov	SMT November 2020 and ratified by Governors
January 2021	Update	Jo Cooke DSL	

July 2021	update	Jo Cooke DSL	
September 2021	update	Jo Cooke DSL Railton Blyth - Gov	SMT September 2021 and ratified by Governors
September 2022	Reviewed and updated	Jo Cooke DSL Railton Blyth - Gov	SMT September 2022, pending Governors' review

#### THE SCHOOL'S COMMITMENT AND SUCCESS CRITERIA FOR THIS POLICY:

Holme Grange School is concerned about the welfare and safety of all its pupils and works to create an Ethos in which pupils feel secure and listened to. The safety and well-being of all our pupils at Holme Grange School is our highest priority and it is the school's duty to always consider the best interests of the child and to take actions that will enable our children to have the best possible outcomes. Our business is to know everyone as an individual and to provide a secure and caring environment, so that every pupil can learn in safety. We expect respect, good manners and fair play to be shown by everyone so that every pupil can develop his/her full potential and feel positive about him/herself as an individual. All pupils should care for and support each other.

We believe it is essential that an appropriate school ethos is established where all members of the school community work together in pursuit of a common goal. It is vital that the school welcomes and indeed encourages the involvement of parents, school governors and others in the community. If our Safeguarding Including Child Protection Policy is successful Child Protection concerns that arise will be dealt with as sensitively and effectively as possible. Records will be accurate and securely stored and passage of information will always occur when it is in the best interest of the child for this to take place.

In all matters relating to safeguarding and child protection the school will follow all local and national procedures, as laid down by:

- <https://www.wokingham.gov.uk/children-and-families/child-protection-and-family-support/report-a-concern-about-a-child/>
- [Working Together to Safeguard Children \(2018\)](#)
- [Keeping Children Safe in Education 2022](#)
- [Prevent Duty Guidance \(July 2015\)](#) and revised guidance 2019
- [Use of Social Media for online radicalisation \(July 2015\)](#)
- [Governance Handbook](#)
- [Teachers Standards](#)
- [Charity Commission Guidance](#)
- [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#)

Our LADO for Berkshire West Children's Partnership (Wokingham) is **Nicola Vines** who can be contacted via:

[LADO@wokingham.gov.uk](mailto:LADO@wokingham.gov.uk)

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**This policy is applicable to the whole school community, including those pupils in the Early Years Foundation Stage (EYFS).**

Everyone has a duty to safeguard our pupils' welfare and prevent concerns from escalating and must therefore familiarise themselves and comply at all times with this policy. All school staff should be

aware that safeguarding incidents can happen at any time and anywhere and are required to be alert to any possible concerns. All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the School and can occur between children outside of these environments. It is also important to be aware that both mental and physical health are relevant to safeguarding and welfare of children.

***This policy has been written in accordance with locally agreed inter-agency procedures and is available on the School website. This Policy document applies to the whole school including the Early Years Foundation Stage (EYFS - Little Grange and Reception Classes).***

This policy is one of a series in the school's integrated safeguarding portfolio. Policies will be reviewed annually, unless an incident or new legislation or guidance suggests the need for an interim review. Staff with safeguarding experience may contribute to the writing of this policy.

This policy applies to the head, governors, all staff and volunteers working in the School. There are five key elements:

- **Ensuring safe recruitment in checking the suitability of staff and volunteers to work with children**
- **Raising awareness of safeguarding and child protection issues and equipping children with the skills needed to keep them safe**
- **Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse**
- **Establishing a safe environment in which children can learn and develop**
- **In accordance with his / her agreed child protection plan, supporting pupils who have been abused.**



## Contents

<a href="#">Policy principles</a>	6
<a href="#">Policy aims</a>	6
<a href="#">Holme Grange School Undertakes to</a>	6
<a href="#">Terminology</a>	7
<a href="#">Context</a>	7
<a href="#">Key personnel</a>	7
<a href="#">The Governing Board</a>	8
<a href="#">Roles and Responsibilities</a>	8
<a href="#">Role of the Designated Lead &amp; Deputies</a>	8
<a href="#">Transparency</a>	9
<a href="#">Good Practice Guidelines</a>	9
<a href="#">Abuse of Trust</a>	10
<a href="#">Safer Recruitment</a>	10
<a href="#">Disqualification</a>	11
<a href="#">Raising Awareness</a>	12
<a href="#">Helping Children to Keep Themselves Safe</a>	12
<a href="#">Vulnerabilities</a>	13
<a href="#">Safeguarding, Child Protection and the Curriculum</a>	14
<a href="#">Recognising abuse</a>	14
<a href="#">Support for Those Involved in a Child Protection Issue</a>	15
<a href="#">Whistle Blowing</a>	15
<a href="#">Allegations that may meet the harms threshold</a>	15
<a href="#">Concerns About a Colleague</a>	15
<a href="#">Concerns that do not meet the harms threshold</a>	21
<a href="#">Staff Recognised as Unsuitable to Work with Children</a>	23
<a href="#">Staff Training</a>	24
<a href="#">Procedures – Concerns about a Child</a>	24
<a href="#">External Agency Contact</a>	25
<a href="#">Extended Services and Off Site Arrangements</a>	26
<a href="#">Site Security</a>	26
<a href="#">Photography and Images</a>	27
<a href="#">Staff and Visitor Mobile Phones</a>	27
<a href="#">Cameras and Use of Photographs</a>	28
<a href="#">Performances / Special Events</a>	28
<a href="#">eSafety</a>	28
<a href="#">Bullying</a>	29
<a href="#">Impact of Abuse</a>	30
<a href="#">Taking Action</a>	30
<a href="#">If you are concerned about a pupil's welfare</a>	30
<a href="#">If a pupil discloses to you</a>	31
<a href="#">Notifying parents</a>	31
<a href="#">Referral to children's social care</a>	32
<a href="#">Confidentiality and sharing information</a>	32
<a href="#">Reporting directly to child protection agencies</a>	33
<a href="#">Equal Opportunities</a>	33
<a href="#">Complaints procedure</a>	34
<a href="#">Evaluation of the Policy</a>	34
<a href="#">Related safeguarding portfolio policies</a>	34
<a href="#">Appendix 1 Definitions of Abuse</a>	35

<a href="#"><u>Appendix 2 Procedures for Specific Cases</u></a>	37
<b>1.</b> Self-harm	37
<b>2.</b> Unexplained absences	37
<b>3.</b> Children Missing Education (CME)	37
<b>4.</b> Child Sexual Exploitation	38
<b>5.</b> Honour Based Violence	39
<b>6.</b> Female Genital Mutilation	39
<b>7.</b> Forced Marriage	41
<b>8.</b> Child on child Abuse	41
<b>9.</b> Child on Child Sexual Violence and Harassment	42
<b>10.</b> Preventing Radicalisation and Extremism	43
<b>11.</b> Serious Violence	44
<b>12.</b> Mental Health	44
<b>13.</b> Domestic Abuse	45
<b>14.</b> County Lines	45
<a href="#"><u>Appendix 3 Visitors and Occasional Staff Safeguarding Leaflet</u></a>	59
<a href="#"><u>Appendix 4 Visiting Speaker Policy</u></a>	60
<a href="#"><u>Appendix 5 Reporting a Suspicion or Disclosure Flowchart</u></a>	62
<a href="#"><u>Appendix 6 Staff Directory of Support</u></a>	63
<a href="#"><u>Appendix 7 Role of the DSL declaration</u></a>	66

## Policy Principles

The provision of a secure, happy and caring school community where the welfare of each child is paramount. All children, regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection. All staff, governors and volunteers have an equal responsibility to act on any suspicion or disclosure that may suggest a child is at risk of harm. Pupils and staff involved in child protection issues will receive appropriate support.

## Policy aims

- To establish a safe environment in which children can learn and develop.
- To provide clear direction to staff and others about expected codes of behaviour in dealing with Safeguarding and Child Protection issues, continuing to develop awareness in all staff of the need for Child Protection and their responsibilities in identifying abuse, with particular care being taken with children with disabilities and SEN who are especially vulnerable
- To ensure consistent good practice
- To demonstrate the school's commitment with regard to safeguarding and child protection to pupils, parents and other partners
- To contribute to the school's safeguarding portfolio
- To equip children with the skills needed to keep them safe.

## Holme Grange School Undertakes to:

- Have regard to the safeguarding procedures as outlined in the DFE Guidance **Keeping Children Safe in Education September 2022**
- <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2> the latest version of the **Working Together to Safeguard Children Document (amended Dec 2021)** which can be found [here](#)
- Carry out the required checks of staff as outlined in the guidance *Keeping Children Safe in Education (September 2022)*
- Be assured that any staff employed by another organisation, and working with Holme Grange School pupils outside of School premises, have undergone relevant safeguarding checks as referred to in Part 3 of KCSIE 2022.
- Ensure all staff and volunteers understand their duties in being alert to signs of abuse and the procedures for referring any concerns to the Designated Person responsible for Safeguarding and Child Protection without delay
- Train all new staff and volunteers in Safeguarding and Child Protection matters as soon as possible upon appointment, as part of their induction
- Ensure that all staff know that it is an offence for a person (e.g. a teacher) over the age of 18 to have a sexual relationship with a child under 18 where that person is in a position of trust, even if the relationship is consensual.
- Develop effective links with the relevant agencies and co-operate as required with their enquiries regarding child protection matters, including attending case conferences.
  - *At Holme Grange, only the Headteacher can give authority for the Police to be on the school site*
  - *We recognise that school is a safe place for students so would discuss such visits with students taking place away from the school site*
- Ensure safe recruitment practices are always followed
- Ensure that all fears or allegations of abuse are reported to the Designated Safeguarding Lead for the School (as named in this policy), and that policy procedures are subsequently followed. Also, that reports be referred to the LADO.

- Keep records of concerns about children, even where there is no need to refer the matter immediately, and ensure all records are kept securely, electronically and/or in confidential paper files, separate from the main pupil file and in locked locations. (This duty falls upon the Designated Safeguarding Lead)
- Provide immunity from retribution or disciplinary action against staff for 'whistle blowing' in good faith

### Terminology

- **Safeguarding and promoting the welfare of children** refers to the process of protecting children from abuse or neglect, preventing the impairment of health or development, ensuring that children grow up in circumstances consistent with the provision of safe and effective care and undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.
- **Child protection** refers to the processes undertaken to protect children who have been identified as suffering, or being at risk of suffering significant harm.
- **Staff** refers to all those working for or on behalf of the school, full time or part time, in either a paid or voluntary capacity, including supply staff
- **Child** refers to all young people who have not yet reached their 18th birthday.
- **Parent** refers to birth parents and other adults who are in a parenting role, for example step-parents, foster carers and adoptive parents.
- **Abuse** is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.
- **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.
- **Sharing of nudes and semi-nudes** (also known as sexting or youth produced sexual imagery) is where children share nude or semi-nude images, videos or live streams.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- The local authority (LA) Wokingham within Berkshire West Safeguarding Children Partnership (BWSCP)
- A clinical commissioning group for an area within the LA
- The chief officer of police for a police area in the Thames Valley area

### Context

- Section 175 of the Education Act 2002 gives schools a statutory duty to promote and safeguard the welfare of children, and have due regard to guidance by issued by the Secretary of State.
- Section 157 of the Education Act 2002 and the Education (Independent Schools Standards) (England) Regulations 2014 require proprietors of independent schools to have arrangements to safeguard and promote the welfare of children who are pupils at the school.
- Research suggests that around 10 per cent of children will suffer some form of abuse, and disabled children are more likely to be abused. Due to their day-to-day contact with pupils, school staff are uniquely placed to observe changes in children's behaviour and the outward signs of abuse. Children may also turn to a trusted adult in school when they are in distress or at risk. It

is vital that school staff are alert to the signs of abuse and understand the procedures for reporting their concerns

**Key personnel (For the Whole School including the EYFS)**

The **Designated Safeguarding Lead** for safeguarding and child protection including the EYFS is **Mrs Jo Cooke, Head of Pastoral Care.**

Mrs Jo Cooke is also the Senior Mental Health Lead

Contact details [j.cooke@holmegrange.org](mailto:j.cooke@holmegrange.org) 0118 978 1566 (07832 207309)

The **Deputy Designated Safeguarding Leads** are:

**Headteacher – Mrs Claire Robinson** [head@holmegrange.org](mailto:head@holmegrange.org) 0118 978 1566 (078797 78443)

**Head of Prep School- Mr David Boynes** [d.boynes@holmegrange.org](mailto:d.boynes@holmegrange.org) 0118 978 1566 (07961 093761)

**Head of Pre-Prep – Mrs Claire Cox** [c.cox@holmegrange.org](mailto:c.cox@holmegrange.org) 0118 978 1566 (07769 758464)

The Safeguarding Team consists of 5 members of staff and one governor to ensure that staff are able to discuss concerns at any time. Safeguarding lead contact details are made available for all residential trips and out of school time visits.

The nominated safeguarding and child protection governor is:

**Mr Railton Blyth:** [rblyth.hggovernor@holmegrange.org](mailto:rblyth.hggovernor@holmegrange.org)

For postal address please contact the School Office.

**The Governing Body** ensures that the school has:

- A governor who oversees Safeguarding and Child Protection Policies in the school
- A Designated Safeguarding Lead (DSL) for safeguarding and child protection who is a member of the senior leadership team and who has undertaken training in inter-agency working, in addition to basic child protection training and that this is renewed at least every two years.
- A child protection policy and procedures that are consistent with BWSCP requirements, reviewed annually and made available to parents.
- Procedures for dealing with allegations of abuse made against members of staff including allegations made against the Headteacher
- Safer recruitment procedures that include the requirement for statutory checks on staff suitability to work with children
- A training strategy that ensures all staff, including the governing board and the Headteacher, receive safeguarding and child protection training, with refresher training at three-yearly intervals. The DSL will receive refresher training at two-yearly intervals
- Arrangements to ensure that all temporary staff and volunteers are made aware of the school's arrangements for safeguarding and child protection.
- The governing body nominates a member (Mrs Sue Northend - the Chair) to be responsible for liaising with the local authority and other agencies in the event of an allegation being made against the Headteacher.

Governing bodies and proprietors should take a proportionate risk-based approach to the level of information that is provided to temporary staff, volunteers and contractors.

**Role of the Designated Safeguarding Lead – DSL - see Appendix 8**

The DSL is the first point of contact for parents, pupils, teaching and support staff, external agencies and any other parties in all matters of safeguarding and child protection (except in the cases of an



allegations against the DSL or any staff member where processes as outlined in this policy should be followed) and to provide support, advice and expertise on all matters concerning safeguarding.

The DSL will encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

The DSL has regular meetings with SENDCOs, Heads of Schools and SMT to help promote pupils' educational outcomes through sharing relevant information about their welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experience. Pastoral meetings are held weekly with each part of the school to discuss the educational and welfare needs of pupils and any support that they may need.

It is the responsibility of the designated safeguarding lead (and the deputies) to be available to discuss any safeguarding concerns and to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities to ensure that off site (for example local, national or international trips and excursions) have appropriate safeguarding support/access to the DSL or deputy (via Skype, for example, if the DSL or deputies are not in attendance on the trip).

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection remains with the designated safeguarding lead; this lead responsibility should not be delegated.

### **Deputy Designated Leads**

Deputy designated safeguarding leads are trained to the same standard as the designated safeguarding lead and, in the absence of the designated lead, carry out those functions necessary to ensure the ongoing safety and protection of pupils. In the event of the long-term absence of the designated lead, the deputy will assume all of the functions above.

### **In Support of the DSL, The Headteacher:**

- Ensures, through the DSL, that the Safeguarding Including Child Protection policy and procedures are implemented and followed by all staff
- allocates sufficient time and resources to enable the DSL and deputies to carry out their roles effectively, including the assessment and support of pupils and attendance at strategy discussions and other necessary meetings
- ensures that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively and in accordance with the whistleblowing procedures ensures that pupils' safety and welfare is addressed through the curriculum.

### **Transparency**

Holme Grange School prides itself on its respect and mutual tolerance. Parents/guardians have an important role in supporting Holme Grange School. Copies of this policy, together with our other policies relating to issues of safeguarding and child protection are on our website and we hope that parents and guardians will always feel able to take up any issues or worries that they may have with the school. Allegations of child abuse or concerns about the welfare of any child will be dealt with consistently in accordance with this policy. Open communications are essential.

### **Good practice guidelines**

To meet and maintain our responsibilities towards pupils we agree the following standards of good practice:

- treating all pupils with respect
- setting a good example by conducting ourselves appropriately

- involving pupils in decisions that affect them
- encouraging positive, respectful and safe behaviour among pupils
- being a good listener
- being alert to changes in pupils' behaviour
- recognising that challenging behaviour may be an indicator of abuse
- reading and understanding the school's Safeguarding Including Child Protection policy and guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact and information-sharing
- asking the pupil's permission before initiating physical contact such as assisting with dressing, physical support during PE or, administering first aid
- maintaining appropriate standards of conversation and interaction with and between pupils and avoiding the use of sexualised or derogatory language
- being aware that the personal and family circumstances and lifestyles of some pupils lead to an increased risk of abuse
- applying the use of reasonable force only as a last resort and in compliance with school and BWSCP procedures.

### **Abuse of trust**

- All school staff are aware that inappropriate behaviour towards pupils is unacceptable and that their conduct towards pupils must be beyond reproach.
- In addition, staff should understand that, under the Sexual Offences Act 2003, it is an offence for a person over the age of 18 to have a sexual relationship with a person under the age of 18, where that person is in a position of trust, even if the relationship is consensual.
- The School's Staff Code of Conduct sets out our expectations of staff.

### **Safer recruitment**

- Holme Grange follows the Government's recommendations for the safer recruitment and employment of staff who work with children and acts at all times in compliance with the Independent School Standards Regulations. All governors, volunteers, contractors working regularly during term-time, such as contract catering staff, are also subject to the relevant statutory checks. Confirmation is obtained that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils at school or on another site.
- All staff at Holme Grange School are required to complete a *Declaration of Suitability Teach* before they are contracted to work.
- Our policies are reviewed by governors annually. Please refer to the school's Recruitment Policy for further details.
- Our school endeavours to ensure that we do our utmost to employ 'safe' staff by following the guidance in *Keeping Children Safe in Education* September 2022 together with BWSCP, Then Working Together to Safeguard Children (2018) document and the school's individual procedures.
- Safer recruitment means that all applicants will:
  - Complete an application form
  - Provide two referees, including at least one who can comment on the applicant's suitability to work with children, confirming the veracity of such, by telephone, when received electronically.
  - References must be verified
  - Provide evidence of identity and qualifications
  - Be checked in accordance with the Disclosure and Barring Service regulations as appropriate to their role
  - An online search will take place at the short-listing stage

- Be subject to further checks regarding medical fitness; overseas checks – where appropriate - including right to work in the UK; and prohibition from teaching and from management (where applicable), barred list and disqualification declaration
- Be interviewed where we will:
- Probe any gaps in employment, or where the candidate has changed employment or location frequently, and ask candidates to explain this
- Explore any potential areas of concern to determine the candidate's suitability to work with children
- Record all information considered and decisions made
  - Complete a Staff Suitability Declaration (which all staff are required to complete annually)

All new members of staff will undergo an induction that includes familiarisation with the school's Safeguarding Including Child Protection policy, Positive Mental Health policy, Tackling Bullying policy what to do in the instance of a child missing education, the eSafety Policy, the Behaviour Policy, and the School's Staff Code of Conduct and identification of their child protection training needs. New staff are provided with a copy of Part 1 and Annex A of KCSIE (depending of their role in the school and whether they work directly with children in the school) in addition to the annual provision detailed in the paragraph below.

All staff sign to confirm they have received and understood the School's Safeguarding Policy and Part 1 and Annex B or Annex A *Keeping Children Safe in Education September 2022 guidance*. Staff are also signposted to [How Social Media is used to Encourage Travel to Syria and Iraq](#) briefing note for Schools and are asked to undertake online training regarding the *Prevent* strategy at least every 3 years.

The School ensures that sufficient, relevant staff are trained in safer recruitment processes. The Designated Safeguarding Lead undertakes *Prevent* training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

### **Disqualification**

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare Disqualification Regulations and Childcare Act. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

Staff will be disqualified if:

- They have been cautioned for, or convicted of, certain violent and sexual criminal offences against children and adults
- There are grounds relating to the care of children, including where an order is made in respect of a child' under the person's care
- They have had registration refused, or cancelled, in relation to childcare or children's homes or have been disqualified from private fostering

All employees will be asked to provide the following information about themselves:

- Details of any order (e.g. care order), determination, conviction, or other ground for disqualification from registration under the Regulations

- The date of the order, determination or conviction, or the date when the other ground for disqualification arose
- Information about the body or court which made the order, determination or conviction, and the sentence (if any) imposed
- A certified copy of the relevant order (in relation to an order or conviction)

During recruitment, candidates who are disqualified will be deterred from application or rejected. Where existing members of staff reveal their disqualification, they will need to be suspended. The disqualification will be a potentially fair reason for dismissal as either a breach of a statutory enactment and / or some other substantial reason. However, a fair procedure will be followed.

A staff suitability declaration will be required annually for all staff.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in [relevant conduct](#); or
- We believe the individual has received a caution or conviction for a relevant (automatic barring either with or without the right to make representations) offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#); or
- We believe the 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left.

### **Raising Awareness**

**Mr Railton Blyth** is the liaison governor for child protection issues. Overseen by the Chair of Governors, the governing body undertake an annual review of the school's Safeguarding measures, including the Safeguarding Policy and procedures, with day-to-day issues being delegated to its Education Committee, which the Headteacher and DSL attend. The governing body is responsible for:

- reviewing the procedures for and the efficiency with which the child protection duties have been discharged;
- ensuring that any deficiencies or weaknesses in child protection arrangements are remedied without delay;
- approving amendments to child protection arrangements in the light of changing Regulations or recommended best practice.
- signing off the policy (by the Chair, representing the Full Board) and the annual safeguarding report annually at the November meeting or when the policy has been amended

### **Helping children to keep themselves safe**

Children are taught to understand and manage risk through our personal, social, health and economic (PSHE) and relationships, sex and health (RSHE) education lessons and through all aspects of school life. Our approach is designed to help children to think about risks they may encounter and with staff work out how those risks might be overcome. Discussions about risk are empowering and enabling for all children and promote sensible behaviour rather than fear or anxiety. Children are taught how to conduct themselves and how to behave in a responsible manner. Children are

also reminded regularly about e-safety and tackling bullying procedures. The school continually promotes an ethos of respect for children, and pupils are encouraged to speak to a member of staff in confidence about any worries they may have.

- All pupils have access to a telephone helpline number and are able to use a telephone if requested enabling them to call for support in private.
- Around the School notices are placed which contains guidance on where to turn for advice, including confidential help lines and web addresses for external specialists such as ChildLine and **'Worry notices'** are placed in each classroom.
- We provide workshops to pupils and parents on e-safety and ensure that all pupils understand and adhere to the school's guidelines in this area. For more details on cyber-bullying please refer to the school's Tackling Bullying policy.

### **Children who may be particularly vulnerable**

- Some children may have an increased risk of abuse. It is important to understand that this increase in risk is due more to societal attitudes and assumptions, and child protection procedures that fail to acknowledge children's diverse circumstances, rather than the individual child's personality, impairment or circumstances. Many factors can contribute to an increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues and a reluctance on the part of some adults to accept that abuse can occur. According to the Equality Act, pupils must not be discriminated against because of their sex, race, disability, religion or belief, gender reassignment, pregnancy and maternity or sexual orientation.
- Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:
  - is disabled and has specific additional needs;
  - has special educational needs (whether or not they have a statutory education, health and care plan);
  - is a young carer;
  - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
  - is frequently missing/goes missing from care or from home;
  - is misusing drugs or alcohol themselves;
  - is at risk of modern slavery, trafficking or exploitation;
  - is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
  - has returned home to their family from care;
  - is showing early signs of abuse and/or neglect;
  - is at risk of being radicalised or exploited;
  - is a privately fostered child
  - has a social worker assigned to them or their family.
  - Has their own mental health difficulties
  - Has their own health conditions
  - Has a family member on prison or is affected by parental offending
  - At risk of honour-based abuse such as FGM or forced marriage
  - Persistent absences from education
  - A pupil might be LGBT or be perceived to be LGBT

This list provides examples of additionally vulnerable groups and is not exhaustive.

The reasons why children with disabilities are more vulnerable to abuse are summarised below:

- *Many children with disabilities are at an increased likelihood of being socially isolated with fewer outside contacts than children without disabilities;*

- *Their dependency on parents and carers for practical assistance in daily living including intimate personal care increases their risk of exposure to abusive behaviour;*
- *They have an impaired capacity to resist or avoid abuse;*
- *They may have speech, language and communication needs which may make it difficult to tell others what is happening;*
- *They often do not have access to someone they can trust to disclose that they have been abused;*
- *They are especially vulnerable to bullying and intimidation;*
- *Looked after children with disabilities are not only vulnerable to the same factors that exist for all children living away from home but are particularly susceptible to possible abuse because of their additional dependency on residential and hospital staff for day to day physical needs. Holme Grange would appoint a designated member of staff to have the responsibility for the welfare and progress of looked after children, who would be suitably trained for the role.*
- *Sometimes assumptions can be made that possible signs of abuse such as behaviour or mood changes or injury may relate to the child's condition and then no further investigation is made*
- *Children with SEND or certain medical conditions are disproportionately impacted by bullying and they may not show any outward signs*

Holme Grange identifies children for whom vulnerabilities present (either permanent or transitory) through pastoral processes, monitoring children's welfare and development and supporting where necessary.

Any reports of abuse involving children with SEND will require close liaison with the DSL and the SENDCO

### **Safeguarding, Child Protection and the Curriculum**

The school curriculum is important in the protection of children. We aim to ensure that curriculum development meets the following objectives (these are often met through the PSHE, RSHE and citizenship curriculum):

- developing pupil self-esteem;
- developing good mental and physical health and wellbeing
- developing communication skills;
- informing about all aspects of risk;
- developing strategies for self-protection;
- developing a sense of the boundaries between appropriate and inappropriate behaviour in adults;
- developing non-abusive behaviour between pupils.
- developing an understanding of coercive relationships

RSHE continues to be part of our PSHE and Science curriculum and has a specific policy for staff to follow.

*A balanced view needs to be taken on the extent to which teaching should be directed towards warning children of the risks of child abuse, including sexual abuse. Sensitive professional judgements are required to balance the need for children to be able to protect themselves and the risks of causing anxiety and mistrust of any relationship*

## Recognising abuse

To ensure that our pupils are protected from harm, we need to understand what types of behaviour constitute abuse and neglect. All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases the abuse will take place concurrently with face to face abuse.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child by inflicting harm, for example by hitting them, or by failing to act to prevent harm, for example by leaving a small child home alone, or leaving knives or matches within reach of an unattended toddler. Harm can include the ill treatment that is not physical as well as witnessing ill treatment of others. This can be particularly relevant in relation to the impact on children of all forms of domestic abuse.

There are four categories of abuse: **physical abuse, emotional abuse, sexual abuse and neglect**- see **appendices** for detailed definitions.

## Support for those involved in a child protection issue

Child abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support pupils and their families and staff by:

- taking all suspicions and disclosures seriously
- nominating a link person who will keep all parties informed and be the central point of contact.
- Where a member of staff is the subject of an allegation made by a pupil, separate link people will be nominated to avoid any conflict of interest
- responding sympathetically to any request from pupils or staff for time out to deal with distress or anxiety
- maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies
- storing records securely
- offering details of helplines, counselling or other avenues of external support
- following the procedures laid down in our whistleblowing, complaints and disciplinary procedures
- co-operating fully with relevant statutory agencies.

## Whistle Blowing

### If you have concerns about a colleague

- Staff who are concerned about the conduct of a colleague towards a pupil are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. The school's Whistleblowing Policy, included as a part of staff induction, enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. All concerns of poor practice or possible child abuse by colleagues including the DSL should be reported to the Headteacher or to the Chair of Governors in her absence. Complaints about the Headteacher should be reported to the Chair of Governors **without informing the Head**.
- Staff should also be aware that the NSPCC Whistleblowing Helpline – **0800 028 0285** – is available if they do not feel that the issue can be raised through either the Headteacher or the Chair of Governors.

## **Allegations that may meet the harms threshold**

This section applies to all cases in which it is alleged that a current member of staff, DSL, including a supply teacher, volunteer or contractor, has:

- Behaved in a way that has harmed a child, or may have harmed a child, and/or
- Possibly committed a criminal offence against or related to a child, and/or
- Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children, and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children – this includes behaviour taking place both inside and outside of school

In all of these cases the Headteacher must be informed. We will deal with any allegation of abuse quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

A 'case manager' will lead any investigation. This will be the headteacher, or the chair of governors where the headteacher is the subject of the allegation. The case manager will be identified at the earliest opportunity.

Our procedures for dealing with allegations will be applied with common sense and judgement.

## **Suspension of the accused until the case is resolved**

Suspension of the accused will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that there might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents/carers have been consulted
- Temporarily redeploying the individual to another role in a different location
- If in doubt, the case manager will seek views from the LADO, as well as the police and children's social care where they have been involved.

## **Definitions for outcomes of allegation investigations**

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive, or to cause harm to the subject of the allegation
- **False:** there is sufficient evidence to disprove the allegation



- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

## Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the case manager will take the following steps:

- Contact the LADO immediately or at the latest within one working day
- Conduct basic enquiries in line with the LADO's advice to establish the facts to help determine whether there is any foundation to the allegation before carrying on with the steps below
- Discuss the allegation with the LADO. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children's social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the LADO – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the LADO as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the LADO (and the police or children's social care services, where necessary). Where the police and/or children's social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the LADO, police and/or children's social care services, as appropriate
- Where the case manager is concerned about the welfare of other children in the community or the individual's family, they will discuss these concerns with the DSL and make a risk assessment of the situation. If necessary, the DSL may make a referral to children's social care
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the LADO. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the LADO what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- **If it is decided that further action is needed**, take steps as agreed with the LADO to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what

other support is appropriate. Staff at Holme Grange can use one of the school counsellors, a member of their union or another colleague for support.

- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the child/children involved informed of the progress of the case (only in relation to their child – no information will be shared regarding the staff member)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

We will inform Ofsted of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made.

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the school will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

### **Additional considerations for supply teachers and all contracted staff**

If there are concerns or an allegation is made against someone not directly employed by the school, such as a supply teacher or contracted staff member provided by an agency, we will take the actions below in addition to our standard procedures.

- We will not decide to stop using an individual due to safeguarding concerns without finding out the facts and liaising with our LADO to determine a suitable outcome
- The governing board will discuss with the agency whether it is appropriate to suspend the individual, or redeploy them to another part of the school, while the school carries out the investigation
- We will involve the agency fully, but the school will take the lead in collecting the necessary information and providing it to the LADO as required
- We will address issues such as information sharing, to ensure any previous concerns or allegations known to the agency are considered (we will do this, for example, as part of the allegations management meeting or by liaising directly with the agency where necessary)

When using an agency, we will inform them of our process for managing allegations, and keep them updated about our policies as necessary, and will invite the agency's HR manager or equivalent to meetings as appropriate.

### **Timescales**

We will deal with all allegations as quickly and effectively as possible and will endeavour to comply with the following timescales, where reasonably practicable:

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious should be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, appropriate action should be taken within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, this should be held within 15 working days

However, these are objectives only and where they are not met, we will endeavour to take the required action as soon as possible thereafter.

## **Specific actions**

### **Action following a criminal investigation or prosecution**

The case manager will discuss with the local authority's LADO whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, considering information provided by the police and/or children's social care services.

### **Conclusion of a case where the allegation is substantiated**

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the school will make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the school will consider whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

### **Individuals returning to work after suspension**

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

### **Unsubstantiated, unfounded, false or malicious reports**

If a report is:

- Determined to be unsubstantiated, unfounded, false or malicious, the DSL will consider the appropriate next steps. If they consider that the child and/or person who made the allegation needs help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

### **Unsubstantiated, unfounded, false or malicious allegations**

If an allegation is:

- Determined to be unsubstantiated, unfounded, false or malicious, the LADO and case manager will consider the appropriate next steps. If they consider that the child and/or person who made the allegation needs help, or the allegation may have been a cry for help, a referral to children's social care may be appropriate
- Shown to be deliberately invented, or malicious, the school will consider whether any disciplinary action is appropriate against the individual(s) who made it

### **Confidentiality and information sharing**

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the LADO, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

### **Record-keeping**

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. They will be recorded on CONFIDE.

The records of any allegation that, following an investigation, is found to be malicious or false will be deleted from the individual's personnel file (unless the individual consents for the records to be retained on the file).

For all other allegations (which are not found to be malicious or false), the following information will be kept on the file of the individual concerned:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken, decisions reached and the outcome
- A declaration on whether the information will be referred to in any future reference

In these cases, the school will provide a copy to the individual, in agreement with children's social care or the police as appropriate.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

## References

When providing employer references, we will:

- Not refer to any allegation that has been found to be false, unfounded, unsubstantiated or malicious, or any repeated allegations which have all been found to be false, unfounded, unsubstantiated or malicious
- Include substantiated allegations, provided that the information is factual and does not include opinions

## Learning lessons

After any cases where the allegations are *substantiated*, the case manager will review the circumstances of the case with the local authority's LADO to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

For all other cases, the case manager will consider the facts and determine whether any improvements can be made.

## Non-recent allegations

Abuse can be reported, no matter how long ago it happened.

We will report any non-recent allegations made by a child to the LADO in line with our local authority's procedures for dealing with non-recent allegations.

Where an adult makes an allegation to the school that they were abused as a child, we will advise the individual to report the allegation to the police.

## Concerns that do not meet the harm threshold

This section applies to all concerns (including allegations) about members of staff, including supply teachers, volunteers and contractors, which do not meet the harm threshold set out above.

Concerns may arise through, for example:

- Suspicion
- Complaint
- Disclosure made by a child, parent or other adult within or outside the school
- Pre-employment vetting checks

We recognise the importance of responding to and dealing with any concerns in a timely manner to safeguard the welfare of children.

### **Definition of low-level concerns**

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, and
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO at the local authority

Examples of such behaviour could include, but are not limited to:

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Using inappropriate sexualised, intimidating or offensive language
- Humiliating pupils

### **Sharing low-level concerns**

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to share low-level concerns so that they can be addressed appropriately.

We will create this culture by:

- Ensuring staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others
- Empowering staff to share any low-level concerns they have
- Empowering staff to self-refer
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised
- Helping to identify any weakness in the school's safeguarding system
- Ensuring that the senior staff listen and believe staff
- Considering whether wider cultural issues have allowed the behaviour to occur
- Reviewing policies and procedures regularly
- Providing training if deemed appropriate and necessary

### **Responding to low-level concerns**

If the concern is raised via a third party, the headteacher will collect evidence where necessary by speaking:

- Directly to the person who raised the concern, unless it has been raised anonymously
- To the individual involved and any witnesses

The headteacher will use the information collected to categorise the type of behaviour and determine any further action, in line with the school's staff code of conduct.

### **Record keeping**

All low-level concerns will be recorded in writing and logged in CONFIDE. In addition to details of the concern raised, records will include the context in which the concern arose, any action taken and the rationale for decisions and action taken.

Records will be:

- Kept confidential, held securely and comply with the DPA 2018 and UK GDPR
- Reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, we will decide on a course of action, either through our disciplinary procedures or, where a pattern of behaviour moves from a concern to meeting the harms threshold as described in section 1 of this appendix, we will refer it to the LADO at the local authority
- Retained at least until the individual leaves employment at the school

Where a low-level concern relates to a supply teacher or contractor, we will notify the individual's employer, so any potential patterns of inappropriate behaviour can be identified.

### **References**

We will not include low-level concerns in references unless:

- The concern (or group of concerns) has met the threshold for referral to the LADO at the local authority and is found to be substantiated; and/or
- The concern (or group of concerns) relates to issues which would ordinarily be included in a reference, such as misconduct or poor performance

## **Staff Recognised as Unsuitable to Work with Children**

Any person who is released from the School's services because he or she has been deemed unsuitable to work with children must be reported to the Disclosures and Barring Service (DBS) via a referral form:

<http://www.homeoffice.gov.uk/publications/agencies-public-bodies/dbs/dbs-referrals-guidance/dbs-referral-form>

- Where a member of staff or volunteer is involved in an incident outside of the School which did not involve children but could have an impact on their suitability to work with children, the School will consider what triggered these actions and whether a child in the school may trigger the same reaction, therefore being put at risk.

Reports must be made within one month of the person(s) leaving the school and provide as much detailed evidence of the case as possible. Reports could be made in (but are not limited to) the following cases:

- dismissal;
- non-renewal of a fixed-term contract;
- refusal to employ or discontinued use of a member of staff
- employed by a contractor,
- a supply teacher from an employment agency, or a volunteer; placement
- termination of a student teacher or other trainee; or resignation (and voluntary withdrawal) from supply
- teaching, contract working, a course of initial teacher training, or volunteering
- Guidance for making referrals can be found on the DBS website (<http://www.homeoffice.gov.uk/agencies-public-bodies/dbs/>)
- Failure to report to the DBS constitutes an offence and the school may be removed from the DFE register of independent schools

Where the School has dismissed a teacher for misconduct, or would have dismissed the teacher had he/she not resigned first, the School will consider whether to refer the case to the Secretary of State for Education for consideration as to whether the teacher should be prohibited from teaching. The School will follow the advice set out in the Teaching Regulation Authority's guidance, "[Teacher misconduct - the prohibition of teachers](#)" (as updated or amended from time to time) to make a judgment about whether a prohibition order may be appropriate and whether an early referral is advisable in order to consider an interim prohibition order. If in doubt, a referral will be made.

Safeguarding issues may also be reportable to the Charity Commission under their serious incident reporting guidance, that is, if any one or more of the following things occur:

- there has been an incident where the beneficiaries of Holme Grange School have been or are being abused or mistreated while under the care of someone connected with Holme Grange School such as a trustee, member of staff or volunteer;
- there has been an incident where someone has been abused or mistreated and this is connected with the activities of Holme Grange School;
- allegations have been made that such an incident may have happened, regardless of when the alleged abuse or mistreatment took place;
- the School has grounds to suspect that such an incident may have occurred.

## **Staff training**

- It is important that all staff have training to enable them to recognise the possible signs of the different abuses and neglect and to know what to do if they have a concern.
- New staff, both temporary and permanent (including volunteers) and governors will receive training during their induction which will include coverage of the Behaviour Policy, the School's response to children who go missing from education, and the E-safety/Acceptable Use Policies.
- All staff, including the Headteacher (unless the Headteacher is the DSL) and governors will receive training at least every three years (with regular updates as necessary and at least annually)
- The DSL (and their deputies) will receive training at least every two years, including training in inter-agency procedures with regular updates and at least annually.
- Supply staff and all visitors will be given the School's Safeguarding Leaflet.



- Online Safety training is included in the EduCare modules for staff to complete.
- The Governors complete their mandatory Safeguarding and Child Protection training through courses with the DSL, EduCare or the Safeguarding Company

### **Procedures for dealing with allegations or concerns about a child**

- The school treats the safeguarding of the pupils in its care as the highest priority and recognises the important role it has to play in the recognition and referral of children who may be at risk. All our school staff are made aware of their duty to safeguard and promote the welfare of children in the school's care.
- Staff are taught that they must never assume a colleague or another professional will act and that they must share information that might be critical in keeping a child safe.
- Staff members are alerted to the particular potential vulnerabilities of looked after children, children with SEND and those with social workers.
- Every member of staff, including part-timers, temporary, visiting, contract and volunteer staff working in school is required to report instances of actual or suspected child abuse or neglect to the DSLs. This includes alleged abuse by one or more pupils against another pupil. Where the allegation(s) concern the DSL, the staff member should report the matter to the Head, or where they concern the Head, to the Chair of Governors and/or directly with the school's local authority (see below).
- If a member of staff is made aware of any allegation of abuse, or if knowledge of possible abuse comes to his/her attention it is his/her duty to:
  - Listen to and believe them. Allow them time to talk freely and do not ask leading questions
  - Stay calm and do not show that you are shocked or upset
  - Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
  - Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
  - 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
  - Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly and tell the DSL as soon as possible that you have done so. Aside from these people, do not disclose the information to anyone else unless told to do so by a relevant authority involved in the safeguarding process
  - For allegations of child on child abuse, involving illegal images of a child, staff must not view these images and must seek the advice of the DSL who has regard for the DfE guidance: <https://www.gov.uk/government/publications/searching-screening-and-confiscation>
- The DSL/Deputy DSL will report safeguarding concerns to the Head.
- Where there is reasonable cause to suspect that a child is suffering, or likely to suffer significant harm, a referral to local agencies will be made immediately
- Those children who are in need of additional support will be referred to Early Help within 24 hours of the safeguarding issue being raised.
- A referral to the police will be made if a crime has been committed (immediately if possible and within 24 hours)
- For children in need of additional support from one or more agencies, the school will liaise with all external agencies as required.
- Holme Grange School's points of contact are as follows:

## External Agency Contact Information

- **Berkshire West Children's Partnership** [website](#) for child protection
- **WBC Referral and Assessment Team** (Children's Safeguarding and Social Care Team): 0118 908 8002, [triage@wokingham.gov.uk](mailto:triage@wokingham.gov.uk).
- For concerns out of hours contact the **Emergency Duty Team** - out of office hours: telephone: 01344 786 543
- **Thames Valley Police**: telephone 101
- **NSPCC** (National Society for the Prevention of Cruelty to Children) 24 Hour Helpline: 0800 800 5000 5000 FREE
- **NSPCC Whistleblowing Helpline: 0800 028 0285**
- **[OFSTED Safeguarding Children](#)**  
0300 1233155 (8am to 6pm, Monday to Friday)  
[Whistleblowing@ofsted.gov.uk](mailto:Whistleblowing@ofsted.gov.uk)
- **Disclosure and Barring Service**  
PO Box 181, Darlington, DL1 9FA  
Tel: 01325 953795
- **Independent Schools Inspectorate**  
Cap House, 9-12 Long Lane, London EC1A 9HA  
Tel: 0207 600 0100
- **[Teaching Regulation Agency \(TRA\)](#)**
- **Operation Encompass – 0845 646 0890**
- **DfE's Counter Extremism Helpline – 020 7340 7264**

## If you discover that FGM has taken place or a pupil is at risk of FGM

Keeping Children Safe in Education explains that FGM comprises “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 a form of child abuse with long-lasting, harmful consequences. It is also known as ‘female genital cutting’, ‘circumcision’ or ‘initiation’.

**Any teacher** who either:

- 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

Must immediately report this to the police, personally. This is a mandatory statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have been specifically told not to disclose, they should also discuss the case with the DSL and involve children's social care as appropriate.

**Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned 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. Staff should not examine pupils.

**Any member of staff** who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL and follow our safeguarding procedures. Please read more information in Appendix 2 page 39.

## **Extended services and off-site arrangements**

- Where extended school activities are provided by and managed by the school, our own Safeguarding Including Child Protection policy and procedures apply. If other organisations provide services or activities on our site we will check that they have appropriate procedures in place, including safer recruitment procedures.
- When our pupils attend off-site activities, including day and residential visits and work-related activities, we will check that effective safeguarding, child protection and health and safety arrangements are in place.

## **Site security**

- Visitors to the school, including contractors, sign in via the School's electronic registration system, which produces a photo-card badge, and confirms they have permission to be on site. Parents who are simply delivering or collecting their children do not need to sign in. All visitors are expected to observe the school's safeguarding and health and safety regulations to ensure children in school are kept safe.
- All visitors will be given the Safeguarding Leaflet

## **Photography and images**

- The vast majority of people who take or view photographs or videos of children do so for entirely innocent, understandable and acceptable reasons. Sadly, some people abuse children through taking or using images, so we must ensure that we have safeguards in place. To protect pupils, we will:
  - (for all pupils) seek parental consent for photographs to be taken or published (for example, on our website or in newspapers or publications)
  - (for pupils of 13 years of age and over) the School will make pupils aware that they can change the consent (as above) previously given by their parents when joining the school.
  - use only the pupil's first name with an image unless given express permission to do otherwise by parents (e.g. some new items)
  - ensure pupils are appropriately dressed
  - encourage pupils to tell us if they are worried about any photographs that are taken of them.
  - Collect parental consent for use of images via an image consent form.

## **Staff and Visitor Mobile Phones/Devices**

### **Little Grange and Reception:**

- Parents and visitors are alerted to the fact that Little Grange is a mobile phone-free zone through clear signage to this effect. The Reception classroom is also a mobile free zone when children are on site. Visitors using a mobile phone will not be allowed access to the premises until it is switched off and put away. Personal mobile phones belonging to members of staff are not used on the premises during working hours. The exception to this is in an emergency, when mobile phones may be used in the Little Grange Staffroom, but only with the permission of the Nursery Manager. Reception staff should not use their phones at any time during the school day, or when children are on site.
- All personal mobile phones are stored in the staffroom of Little Grange.
- Members of staff ensure that the main telephone number of Holme Grange is known to immediate family should they need to be contacted in an emergency. Early Years staff have access to a School phone and all staff have access to a School mobile phone when taking children off-site for trips or any visits.
- In the event that staff take their own mobile phones on outings for use in case of an emergency, the making or receiving of personal calls is not permitted. Members of staff do not use their personal mobile phones to take photographs of children on outings or trips. School iPads are available for this purpose.

### **Staff of Years 1-11:**

- All other staff should keep their mobile devices (phones) securely, which are not to be used on site in the presence of pupils unless there are reasonable and justified circumstances, aligned with professional duties and expectations for staff behaviour. Further guidance is held in the Staff Acceptable Use Policy and Code of Conduct.
- Visitors to the site, including parents, are asked not to use their mobile phones in public spaces, in front of the pupils.

## **Cameras and Use of Photographs**

- Members of staff are instructed not to bring their own camera into the School. Photographs taken of children at School are taken for valid reasons: for the recording of curriculum activities in action, recording of the learning and development of pupils for observation records and profiles and for evidence for Ofsted and ISI Inspections. We also use photographs for displays within the setting.
- Images taken must be deemed suitable without putting a child/children in any compromising positions that could cause embarrassment or distress. Under no circumstances must cameras of any kind be taken into the toilet area. If photographs need to be taken in the toilet area i.e. photographs of children washing their hands, then the Nursery Manager or Headteacher must be asked first and staff supervised whilst carrying out this kind of activity. At all times the camera must be placed in a prominent place where it can be seen.
- The permission of parents and carers will always be sought before any images are used in outside promotional materials.

## **Performances / Special Events**

- Parents are reminded that photographing or recording of their own children at special events should not include other children, unless permission is sought from those parents.
- Photographs may be taken during performances if permission has been granted by the Head who will seek permission from parents prior to granting permission as there are restrictions for security reasons. **If permission is granted then parents are advised that photographs are only for parent/carers' personal use and MUST NOT be placed on any social network sites.**
- Staff are aware of their responsibilities under GDPR legislation and follow the guidelines laid out in the 'Staff Acceptable Use' Policy. Images are stored on-site in the shared drive 'Staffshare' for staff access only. No external access is available. Staff are discouraged, technologically and through written guidance, from taking documents, and are not permitted to take photographs, off-site. Should they do so, for example, for the purposes of working at home, they are aware that they must take precautions to ensure the security of any such documentation.

Failure to adhere to these guidelines will lead to disciplinary / safeguarding procedures being followed.

**E-Safety** - please see the School's **eSafety Policy** for further guidance.

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.

To address this, our school aims to:

- Have robust processes 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

#### **The 4 key categories of risk**

Our approach to online safety is based on addressing the following categories of risk:

- **Content** – being exposed to illegal, inappropriate or harmful content, such as pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism
- **Contact** – being subjected to harmful online interaction with other users, such as peer-to-peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other 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

The School has adequate filtering systems to keep the children safe when accessing the internet at school and usage is monitored. As pupils increasingly work online, it is essential that they are safeguarded from potentially harmful and inappropriate online material. The School ensures that children are taught about keeping safe whilst online, through the curriculum and PSHE. Particular attention is paid to build children's resilience, including to radicalisation, when engaging with social media and the internet. Where possible, these practices are age appropriate and delivered through

the curriculum. Children are helped to understand the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults. Internet safety is also delivered as an integral part of the school's ICT curriculum and is also embedded in PSHE and sex and relationships education (RSHE).

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](#)

All pupils, parents/carers, staff, volunteers and governors aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology.

The School has regard to:

- [The use of social media for on-line radicalisation](#)
- The UK Safer Internet Centre (<https://www.saferinternet.org.uk/about>)
- CEOP's Thinkuknow website ([www.thinkuknow.co.uk](http://www.thinkuknow.co.uk))

## **Bullying including Cyber-bullying**

- While bullying between children is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying can have a disastrous effect on a child's wellbeing and in very rare cases has been a feature in the suicide of some young people.
- All incidences of bullying, including cyber-bullying and prejudice-based and discriminatory bullying should be reported to the DSL and will be managed through our Tackling-Bullying procedures (see separate policy). A copy of the procedures is available for parents and the subject of bullying is addressed at regular intervals in PSHE and RSHE education.
- All staff should be aware that safeguarding issues can manifest themselves via child on child abuse. Child on child abuse is not something that should be tolerated as "part of growing up" or considered "banter between children". Bullying is a form of child on child abuse.
- Examples of behaviour by a pupil which may raise safeguarding concerns may include:
  - violence, including gender-based violence;
  - threatening or intimidating behaviour;
  - blackmail;
  - misconduct of a sexual nature, including indecent exposure or touching or serious sexual assaults;
  - sharing nudes and semi nudes' images or in videos (sexting)
  - encouraging others to engage in inappropriate sexual behaviour without consent such as forcing someone to strip, touch themselves sexually or to engage in sexual activity with a third party.
  - any form of inappropriate behaviour by an older pupil towards a younger or more vulnerable pupil; bullying, including cyberbullying.
- If there is reasonable cause to suspect that in the case of child on child abuse, a child is suffering, or likely to suffer, significant harm then the matter should be referred to the DSL (see *If You Are Concerned About Pupil's Welfare* – below, Appendix 6) and the matter referred to local agencies.
- It is an expectation that in the event of disclosures about pupil-on-pupil abuse that all children involved, whether perpetrator or victim, are treated as being 'at risk'.

## Impact of abuse

- The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

## Taking action

Key points to remember for taking action are:

- in an emergency take the action necessary to help the child, for example, call 999
- report your concern to the DSL as soon as possible and certainly before the end of the day
- do not start your own investigation
- share information on a need-to-know basis only – do not discuss the issue with colleagues, friends or family
- complete a record of concern on MyConcern
- seek support for yourself if you are distressed.

***Appendix 6 provides a flowchart for reporting a concern.***

## If you are concerned about a pupil's welfare

*There will be occasions when you suspect that a pupil may be at risk, but you have no 'real' evidence. The pupil's behaviour may have changed, their artwork could be bizarre, they may write stories or poetry that reveal confusion or distress, or you may have noticed physical, mental but possibly inconclusive signs. In these circumstances, you should try to give the pupil the opportunity to talk. The signs you have noticed may be due to a variety of factors – for example, a parent has moved out, a pet has died, a grandparent is very ill. It is fine to ask the pupil if they are OK or if you can help in any way.*

- Log the concern via the School's online portal "My Concern".
- If the pupil does begin to reveal that they are being harmed you should follow the advice in the section 'If a pupil discloses to you'.
- If, following your conversation, you remain concerned, you should discuss your concerns with the designated person.

## If a pupil discloses to you

A high percentage of children and young people will not disclose abuse and therefore all staff must be observant of behaviours and act on any concerns immediately.

- It takes a lot of courage for a child to disclose that they are being abused. They may feel ashamed, particularly if the abuse is sexual, their abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.
- If a pupil talks to you about any risks to their safety or wellbeing you will need to let them know that you must pass the information on
- You are not allowed to keep secrets. The point at which you do this is a matter for professional judgement. If you jump in immediately the pupil may think that you do not want to listen, if you leave it till the very end of the conversation, the pupil may feel that you have misled them into revealing more than they would have otherwise.

- During your conversation with the pupil:
  - Allow them to speak freely.
  - Remain calm and do not over react – the pupil may stop talking if they feel they are upsetting you.
  - Give reassuring nods or words of comfort – ‘I’m so sorry this has happened’, ‘I want to help’, ‘This isn’t your fault’, ‘You are doing the right thing in talking to me’.
  - Do not be afraid of silences – remember how hard this must be for the pupil.
  - Under no circumstances ask investigative questions – such as how many times this has happened, whether it happens to siblings too, or what does the pupil’s mother think about all this.
  - At an appropriate time tell the pupil that in order to help them you must pass the information on and who you will be speaking to.
  - Do not automatically offer any physical touch as comfort. It may be anything but comforting to a child who has been abused. Take your lead from the child.
  - Avoid admonishing the child for not disclosing earlier. Saying ‘I do wish you had told me about this when it started’ or ‘I can’t believe what I’m hearing’ may be your way of being supportive but the child may interpret it that they have done something wrong.
  - Tell the pupil what will happen next. The pupil may agree to go with you to see the DSL. Otherwise let them know that someone will come to see them before the end of the day.
  - Report verbally to the DSL as soon as possible.
  - Write up your conversation, objectively and with as much factual detail as possible using, where possible, the child’s words, and record via My Concern, ensuring delivery to the DSL contemporaneously.
  - Seek support if you feel distressed from the DSL or one of the deputies.

The DSL or deputy will action the concern and the member of staff reporting a concern should receive an update.

## Notifying parents

- The school will normally seek to discuss any concerns about a pupil with their parents. This must be handled sensitively and the DSL will contact the parent in the event of a concern, suspicion or disclosure.
- However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from children’s social care.
- When a child discusses a personal matter with a member of staff they are encouraged to share the information with their parents or carers unless there is an identifiable **Child Protection** risk.

## Referral to children’s social care

- The DSL will make a referral to children’s social care if it is believed that a pupil is suffering or is at risk of suffering significant harm. The pupil (subject to their age and understanding) and the parents will be told that a referral is being made, unless to do so would increase the risk to the child.

## Confidentiality and sharing information

- All staff will understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that information being released into the public domain does not compromise evidence.



- Staff should only discuss safeguarding or child protection concerns with the Headteacher, DSL, or Chair of Governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.
- Child protection information will be stored and handled in line with GDPR Legislation (2018) principles. Information is:
  - processed for limited purposes
  - adequate, relevant and not excessive
  - accurate
  - kept no longer than necessary
  - processed in accordance with the data subject's rights
  - secure.
  - Concern forms and other written information will be stored in a locked facility and any electronic information will be password protected and only made available to relevant individuals.
- Every effort is made to prevent unauthorised access and sensitive information should not be stored on laptop computers, which, by the nature of their portability, could be lost or stolen. If it is necessary to store child protection information on portable media, such as flash drive, these items should also be password protected and kept in locked storage. Child protection information will be stored separately from the pupil's school file on MyConcern.
- Child protection records are normally exempt from the disclosure provisions of GDPR, which means that children and parents do not have an automatic right to see them. If any member of staff receives a request from a pupil or parent to see child protection records, they should refer the request to the DSL.
- GDPR legislation *does not* prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.
- On a need to know basis our Health and Wellbeing nurse, a skilled professional, may share relevant information with relevant staff to enable improved support for pupils.

Practitioners can share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner but 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. However, consent should be sought where possible.

## **Limits of Confidentiality**

In practice there are few situations when absolute confidentiality can be offered. The school aims to strike a balance between confidentiality and trust, ensuring the wellbeing, safety and protection of all the pupils

## Breaking confidentiality

Confidentiality must be broken if a pupil is at risk of harm, in accordance with our **Safeguarding Including Child Protection Policy**, the school will ensure the following:

- Pupils are told, if possible, when the information has been passed on
- When reasonably possible pupils are kept informed about what will be done with the information
- To alleviate their fears about everyone knowing, pupils are told exactly who their information has been passed on to
- The sharing of information is detailed in the School's **Safeguarding Including Child Protection Policy**, which is written in line with local Berkshire West Children's Partnership procedures.
- Staff members are not obliged to inform the police on most matters relating to illegal activity, such as illegal drugs or assaults; instead, these are assessed on a case-by-case basis with the support of the DSL and Safeguarding Team.
- Staff members are obliged to report cases of FGM to the police.
- In cases where radicalisation or extremist views are suspected, staff should refer to the **Preventing Extremism and Radicalisation Policy** and/or phone the DfE help line **0207 3407 264**
- Staff members are **not** permitted to pass on personal information about pupils indiscriminately.

## Reporting directly to child protection agencies

- Staff should follow the reporting procedures outlined in this policy.
- However, they may also share information directly with children's social care, police or the NSPCC if:
  - the situation is an emergency and the Designated Safeguarding Lead, their deputies, the Head teacher and the chair of governors are all unavailable
  - they are convinced that a direct report is the only way to ensure the pupil's safety.

## Equal Opportunities

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities or health conditions
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after

- Are missing from education
- Whose parent/carer has expressed an intention to remove them from school to be home educated

### **Complaints procedure**

- Our complaints procedure will be followed where a pupil or parent raises a concern about poor practice that initially does not reach the threshold for child protection action. Poor practice examples include unfairly singling out a pupil or attempting to humiliate them, bullying or belittling a pupil or discriminating against them in some way. Complaints are managed by senior staff, the Headteacher and governors. An explanation of the complaint's procedure is included in the Safeguarding Information Booklet for Parents.
- Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

### **Evaluation of This Policy**

- This is carried out annually by the full governing board, based upon a review completed jointly by the Designated Safeguarding Lead and the Nominated Governor, whose joint report is presented and accepted by the full board. This review considers any new requirements and the board is committed to rectifying any shortfall in procedure without delay.

### **Related safeguarding portfolio policies**

- Restraint Policy
- Intimate Care Policy
- Complaints Policy
- Tackling-bullying Policy
- Whistleblowing Policy
- SEND Policy
- Behaviour Policy
- Supervision Policy
- Safer Recruitment Policy
- Grievance Policy
- Disciplinary Policy
- Visiting Speaker Policy
- Preventing Extremism and Radicalisation Policy
- FGM and Honour Based Violence
- Positive Mental Health Policy
- E-Safety Policy
- Bereavement Policy
- Transport and safe Driving Policy
- Staff Code of Conduct

## **APPENDIX 1** Definitions of Abuse

Being subjected to harassment, violence or abuse including that of a sexual nature may breach any or all of the fundamental right and freedoms that everyone in the UK is entitled to under the Human Rights Act 1998

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

**Physical abuse:** a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

**Emotional abuse:** the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 27).

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

medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

**Physical signs** define some types of abuse, for example, bruising, bleeding or broken bones resulting from physical or sexual abuse, or injuries sustained while a child has been inadequately supervised. The identification of physical signs is complicated, as children may go to great lengths to hide injuries, often because they are ashamed or embarrassed, or their abuser has threatened further violence or trauma if they 'tell'. It is also quite difficult for anyone without medical training to categorise injuries into accidental or deliberate with any degree of certainty. For these reasons it is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated person.

Remember, it is your responsibility to report your concerns. It is not your responsibility to investigate or decide whether a child has been abused.

A child who is being abused or neglected may:

- have bruises, bleeding, burns, fractures or other injuries
- show signs of pain or discomfort
- keep arms and legs covered, even in warm weather
- be concerned about changing for PE or swimming
- look unkempt and uncared for
- change their eating habits
- have difficulty in making or sustaining friendships
- appear fearful
- be reckless with regard to their own or other's safety
- self-harm
- frequently miss school or arrive late
- show signs of not wanting to go home
- display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- challenge authority
- become disinterested in their school work
- be constantly tired or preoccupied
- be wary of physical contact
- be involved in, or particularly knowledgeable about drugs or alcohol
- display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSL to decide how to proceed. It is very important that you report your concerns – you do not need 'absolute proof' that the child is at risk.

## APPENDIX 2 Specific Procedures for Abuse

Statutory guidance acknowledges the following as specific safeguarding issues:

- children and the court system;
- children missing from education (see below);
- children with family members in prison;
- child sexual exploitation (see below);
- child criminal exploitation: county lines;
- domestic abuse;
- homelessness; 3
- so-called 'honour-based' violence (see below);

Further advice and links to guidance on these specific safeguarding issues can be found in Annex A and B of KCSIE 2022. Staff should be particularly aware of the safeguarding issues set out below.

### **1. Self-Harm**

It is recognised that some young people have a problem with self-harming and that this may be as a result of unhappiness in some aspect of their life (which may, in the worst-case scenario, be linked to a child protection issue). Staff (especially those in positions of pastoral responsibility) should be vigilant and aware of the causes and symptoms of self-harming and should refer any cases to matron and or the DSL as soon as possible. Where there is thought to be a child protection issue, the Designated Lead should be informed immediately.

### **2. Unexplained Absence of Pupils in the Child Protection Register**

The Designated Person must notify Berkshire West Children's Partnership (Wokingham) if there is an unexplained absence of more than two days of a pupil for whom a referral has been made or for whom there are significant concerns. In cases of absence, where the child is not at morning registration and the child's parents/guardians have not made contact regarding the reason for absence, contact will be made as soon as possible to find out what explanation is given for absence. On the third morning of absence for a child for whom there are significant concerns, contact with the Safeguarding Board will be made however depending on the nature of the contact made and reasons given, contact with the LCSB may be made more urgently.

### **3. Children Missing from Education (Policy)**

A child going missing from school is a potential indicator of abuse or neglect. Staff must follow the School's procedures for dealing with children who go missing, particularly on repeat occasions. The School's procedure for dealing with children is deemed a safeguarding issue and the DSL and team will be involved. All unexplained absences will be followed up in accordance with this policy.

The School shall inform the local authority of any pupil who is going to be added to or deleted from the School's admission register at non-standard transition points in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended).

This will assist the local authority to:

- fulfil its duty to identify children of compulsory school age who are missing from education; and
- follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.

Action should be taken in accordance with this policy if any absence of a pupil from the School gives rise to a concern about their welfare.

This policy has regard for the statutory guidance [Children Missing Education](#). Holme Grange has a duty to investigate and unexplained absence and will monitor attendance closely and address poor or irregular attendance.

The School will enter pupils on the admission register at the beginning of the first day on which the school has agreed, or been notified, that the pupil will attend the school. If a pupil fails to attend on the agreed or notified date, the School will undertake reasonable enquiries to establish the child's whereabouts and consider notifying the local authority at the earliest opportunity.

School attendance registers are carefully monitored to identify any trends. The School will inform both the local authority where the school sits and the local authority where the child is normally resident of any pupil who fails to attend school regularly, or has been absent without the School's permission for a continuous period of 10 school days or more, at such intervals as are agreed between the School and the local authority. Further information can be found in the school procedures and indicators/risk elements at the [CME Statutory Guidance 2016](#).

- All staff are made aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities.
- This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation.
- It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage.
- Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.

Where possible, the School will obtain at least 2 emergency contact numbers for each child on roll.

#### **4. Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**

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

[The BWSCP's Child Exploitation Indicator and Analysis Tool](#) aims to help practitioners focus on the specific child exploitation (CE) evidence, indicators, and vulnerabilities, and determine whether further investigations are needed by Children's Social Care and Thames Valley Police. This tool therefore informs both assessment of need and referrals to Children's Social Care. Where applicable, this tool should be attached to the Children's Social Care referral regarding a potential CE case. More information include definitions and indicators are included in Annex B in KCSIE 2022

- Going missing or regularly returning late
- Regularly missing school or opting out of education
- Appearing with unexplained gifts/possessions
- Associating with others involved in exploitation ☐ Older boyfriends/girlfriends

### **5. Honour Based Abuse:**

So-called '**honour-based**' abuse is a crime or incident committed to protect or defend the so-called honour of the family or community. The term can cover a collection of practices used to control behaviour within families or other social groups, in order to protect perceived cultural and religious beliefs or honour.

A number of offences can be committed in the context of honour-based abuse and forced marriage, including common assault, GBH, harassment, kidnap, rape, threats to kill and murder. Examples of instances that might trigger a so-called 'honour' crime include someone becoming involved with a boyfriend or girlfriend from a different culture or religion, wearing clothes or taking part in activities that might not be considered traditional within a particular culture, or seeking a divorce.

### **6. Female Genital Mutilation**

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. There is a range of potential indicators that a child or young person may be at risk of FGM which are considered below. Guidance on the warning signs that FGM may be about to take place, or may have already taken place, can also be found on pages 38-41 of the [Multi-agency statutory guidance on FGM](#) (pages 59-61 focus on the role of schools).

Specific factors that may heighten a girl's or woman's risk of being affected by FGM. There are a number of factors in addition to a girl's or woman's community or country of origin that could increase the risk that she will be subjected to FGM:

- The position of the family and the level of integration within UK society – it is believed that communities less integrated into British society are more likely to carry out FGM.
- Any girl born to a woman who has been subjected to FGM must be considered to be at risk of FGM, as must other female children in the extended family.
- Any girl who has a sister who has already undergone FGM must be considered to be at risk of FGM, as must other female children in the extended family.
- Any girl withdrawn from Personal, Social and Health Education or Personal and Social Education may be at risk as a result of her parents wishing to keep her uninformed about her body and rights.

### **Indications that FGM may be about to take place soon:**

The age at which girls undergo FGM varies enormously according to the community. The procedure may be carried out when the girl is newborn, during childhood or adolescence, at marriage or during the first pregnancy. However, the majority of cases of FGM are thought to take place between the ages



of 5 and 8 and therefore girls within that age bracket are at a higher risk. It is believed that FGM happens to British girls in the UK as well as overseas (often in the family's country of origin). Girls of school age who are subjected to FGM overseas are thought to be taken abroad at the start of the school holidays, particularly in the summer holidays, in order for there to be sufficient time for her to recover before returning to her studies. There can also be clearer signs when FGM is imminent:

- It may be possible that families will practise FGM in the UK when a female family elder is around, particularly when she is visiting from a country of origin.
- A professional may hear reference to FGM in conversation, for example a girl may tell other children about it.
- A girl may confide that she is to have a 'special procedure' or to attend a special occasion to 'become a woman'.
- A girl may request help from a teacher or another adult if she is aware or suspects that she is at immediate risk.
- Parents state that they or a relative will take the child out of the country for a prolonged period.
- A girl may talk about a long holiday to her country of origin or another country where the practice is prevalent.
- Parents seeking to withdraw their children from learning about FGM.
- Indications that FGM may have already taken place

It is important that professionals look out for signs that FGM has already taken place so that:

- the girl or woman affected can be supported to deal with the consequences of FGM
- enquiries can be made about other female family members who may need to be safeguarded from harm.
- criminal investigations into the perpetrators, including those who carry out the procedure, can be considered to prosecute those breaking the law and to protect others from harm.

There are a number of indications that a girl or woman has already been subjected to FGM:

- A girl or woman may have difficulty walking, sitting or standing and may even look uncomfortable.
- A girl or woman may spend longer than normal in the bathroom or toilet due to difficulties urinating.
- A girl may spend long periods of time away from a classroom during the day with bladder or menstrual problems.
- A girl or woman may have frequent urinary, menstrual or stomach problems.
- There may be prolonged or repeated absences from school or college.
- A prolonged absence from school or college with noticeable behaviour changes (e.g. withdrawal or depression) on the girl's return could be an indication that a girl has recently undergone FGM.
- A girl or woman may be particularly reluctant to undergo normal medical examinations.
- A girl or woman may confide in a professional.
- A girl or woman may ask for help, but may not be explicit about the problem due to embarrassment or fear.
- A girl may talk about pain or discomfort between her legs.

If staff have a concern they should report it to the DSL or activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and Children's Social Care.

### **FGM Mandatory Reporting Duty**

There is a statutory duty on teachers, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM

appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the school’s designated safeguarding lead and involve children’s social care as appropriate. If the teacher is unsure whether this reporting duty applies, they must refer the matter to the DSL in accordance with this policy. See the Home Office guidance Mandatory Reporting of Female Genital Mutilation - procedural information for further details about the duty. Guidance published by the Department for Health also provides useful information and support for health professionals which will be taken into account by the School's medical staff.

## **7. Forced Marriage:**

Forcing a person into marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form or 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 communities use religion and culture as a way to coerce a person into marriage.

Guidance on the warning signs that forced marriage may be about to take place, or may have already taken place, can be found on pages 13-14 of the [Multi-agency guidelines: Handling case of forced marriage](#). Staff should speak to the Designated Safeguarding Lead if they have any concerns. Pages 32-36 of the Multi-agency guidelines: Handling case of forced marriage focus on the role of schools in detecting and reporting forced marriage and the Forced marriage Unit can be contacted on 020 7008 0151 or [fm@fco.gov.uk](mailto:fm@fco.gov.uk) for advice and information.

## **8. Child on Child Abuse**

Safeguarding issues can manifest themselves via child on child abuse. This includes, but is not limited to:

- bullying (including cyber-bullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment (see below);
- Sharing nudes and semi nudes;
- initiation / hazing type violence and rituals.
- Up-skirting
- Abuse in intimate relationships

All child on child abuse is unacceptable and will be taken seriously whether the allegation is from inside or outside the school or online. Any concerns that staff, parents or children have must be reported to the DSL. All staff are informed that they must challenge all abusive behaviours. The School takes steps to minimise the risk of all types of child on child abuse and recognises that even if there are reported cases of child on child abuse, such abuse may still be taking place and is merely not being reported.

The School has robust anti-bullying procedures in place (see the School's Tackling Bullying policy) and pupils are taught at all stages of the School about what is unacceptable behaviour and how to keep

themselves safe. Staff are trained in listening skills and there are two trained counsellors on the school site. Posters are displayed around the school reminding pupils of where they can go to for help.

Risk assessments are carried out and kept under review. Appropriate action is taken to protect pupils identified as being at risk.

Abusive behaviour by pupils must be taken seriously. Behaviour should not be dismissed as being normal between young people, as "banter" or simply "part of growing up". Allowing such behaviours could result in a culture of unacceptable behaviours and unsafe environments. Behaviour such as initiation violence or any form of sexual violence or sexual harassment is not acceptable at Holme Grange School. We have a zero-tolerance approach to any abusive and bullying behaviours.

Allegations against pupils should be reported in accordance with the procedures set out in this policy (see Reporting a Concern, above). If sexual violence or sexual harassment is alleged to have occurred, the DSL will consider the local response of the police and children's social care to these issues. The views of the alleged victim will be considered but will not be determinative. However, the abuse will be referred to children's services and the police if required.

Responding to incidents of sharing nudes and semi – nudes is complex because of its legal status. Making, possessing and distributing any imagery of someone under 18 which is "indecent" is illegal. This includes imagery of the child themselves.

- The incident must be referred to the DSL
- The children must be spoken to if appropriate
- Parents and carers should be informed at an early stage and involved in the process
- A referral should be made to the police or children's services if there is a concern that a child or young person has been harmed or is at risk of immediate harm at any point of the process.

**Up-skirting** typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

The Voyeurism Act (2019) outlaws 'up-skirting' where the purpose is to obtain sexual gratification, or to cause humiliation, distress or alarm. This includes instances where culprits say images were just taken 'for a laugh' or when paparazzi are caught taking intrusive images. The victims of this abuse can be of any gender.

## **9. Child on Child Sexual Violence and Sexual Harassment**

### **Sexual violence**

It is important that Holme Grange staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003, in summary:

- Rape
- Assault by Penetration
- Sexual Assault

When dealing with matters related to sexual violence, a legal understanding of consent is important: Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents only if s/he agrees by choice and has the

freedom and capacity to make that choice. However, it is illegal for any child under the age of 16 to have sexual relationships.

## **Child on Child Sexual Harassment**

### **Context**

- Sexual violence and sexual harassment can occur between two children of any age and sex.
- It can also occur through a group of children sexually assaulting or 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.
- Sexual violence and sexual harassment exist on a continuum and may overlap. They are never acceptable.
- They can occur online and offline and can be both physical and verbal
- It is important that all victims are taken seriously and offered appropriate support.
- Staff should be aware that some groups are potentially more at risk.
- Evidence shows girls, children with SEND and LGBT children are at greater risk.

*‘Unwanted conduct of a sexual nature’ that can occur online and offline.*

- Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.
- Whilst not intended to be an exhaustive list, sexual harassment can include:
  - sexual comments, telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance, and calling someone sexualised names;
  - sexual “jokes” or taunting;
  - physical behaviour, such as: deliberately brushing against someone, interfering with someone’s clothes
  - displaying pictures, photos or drawings of a sexual nature;
  - online sexual harassment.
    - This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.
    - It may include:
      - non-consensual sharing of sexual images and videos;
      - sexualised online bullying;
      - unwanted sexual comments and messages, including, on social media;
      - sexual exploitation; coercion and threats

**All staff are trained to manage a report of child on child sexual abuse or harassment. The initial response to a report from a child is important.**

- It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.
- A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment.
- Nor should a victim ever be made to feel ashamed for making a report.
- If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out in the School’s Safeguarding Policy.

- As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

**It is vital that we:**

- make clear that sexual violence and sexual harassment is not acceptable,
- will never tolerate such behaviour and that it is not an inevitable part of growing up;
- Will not tolerate or dismiss sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”;
- challenge behaviours (potentially criminal in nature), such as grabbing bottoms, flicking bras and lifting up skirts.

*Dismissing or tolerating such behaviours risks normalising them.*

## **10. Preventing Radicalisation and Extremism**

The School is committed to ensuring that pupils are safeguarded against radicalisation and extremist views and has adopted the government's definitions for the purposes of compliance with the Prevent duty:

Extremism: "vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas"

Radicalisation: "the process by which a person comes to support terrorism and forms of extremist ideologies associated with terrorist groups."

Our school regularly assesses the risk of children being drawn into terrorism (see Preventing Extremism and Radicalisation Policy and Risk Assessment) and will closely follow any locally agreed procedure as set out by Berkshire West Safeguarding Children's Partnership's agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation.

**Narinder Brar, Community Safety Partnership & Wellbeing Board Manager is the PREVENT lead in Wokingham and can be contacted for advice on 07979255308 or 0118 974 6430, email: [Narinder.Brar@wokingham.gov.uk](mailto:Narinder.Brar@wokingham.gov.uk) .**

Further information and BWSCP referral form can be found on the BWSCP website:

- <https://www.berkshirewestsafeguardingchildrenpartnership.org.uk/scp/professionals/prevent-1>

Specific procedures can be found in the Preventing Extremism and Radicalisation Policy and the Visiting Speaker procedures ([Appendices](#))

DfE guidance for schools and childcare providers on preventing children and young people from being drawn into terrorism.

<https://educateagainsthate.com/resources/prevent-duty-advice-non-statutory/>

### **11. Serious Violence**

The Serious Violence Strategy, which was introduced by the government in 2018, identifies offences such as homicides and knife and gun crime as key factors which account for around one percent of all recorded crime. The impact of serious violent crime on individuals and the community is significant. Tackling serious violence is not a law enforcement issue alone; it requires a multiple-strand approach involving a range of partners across different sectors.

The main areas that the Serious Violence Strategy focuses on are:

- tackling county lines
- early intervention and prevention
- supporting communities and local partnerships
- effective law enforcement and the criminal justice response.

The likelihood of being involved in serious violence may be increased by factors such as:

- being male
- having being frequently absent or permanently excluded from school
- having experienced child maltreatment and having been involved in offending

### **12. Mental Health**

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only, appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education. Please refer to our Positive Mental Health Policy

### **13. Domestic Abuse**

The cross-government definition of domestic violence and abuse is: any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Children can be victims of domestic abuse. They may see, hear or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse)

### **14. County Lines**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas using dedicated mobile phone lines or other form of "deal line". Children can be targeted and recruited into county lines in a number of locations including schools. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection

## APPENDIX 3 – Visitors Occasional/supply Staff Safeguarding Leaflet



### Welcome to Our School.

Whilst you are here we would like to ensure your visit is as safe as possible.

### HEALTH & SAFETY:

Always pay attention to your surroundings. Should you have any concerns regarding safety please inform a member of staff.

### SECURITY:

Please ensure you sign in and visibly wear your badge at all times. Please also remember to sign out. CCTV images are recorded across the site for your safety and security. If you require further information please speak to reception.



### CONTRACTORS:

If you are carrying out any work activity you must be familiar with your Health & Safety Policy and be sure to work in a safe manner. Any equipment used must be in accordance with relevant training. Contractors will be advised of all access points within and around the building. We advise contractors to avoid conversations with pupils.

### SMOKING:

Smoking, e-cigarettes and vaping are prohibited throughout the site.



### FIRE:

If you discover a FIRE please operate the nearest fire call point when leaving the building and report to the assembly point on the main Sports Field



### FIRE ALARM sounding:

- Leave the building immediately;
- Use the nearest available exit;
- Close doors behind you;
- Do not run, panic or talk;
- Go to the Assembly Point A (Sports Field);
- Report to Fire Marshall in the high-viz jacket;
- Do not re-enter the building until instructed;



Please let us know of any mobility or health issues which may enable us to provide support and assistance during an evacuation.

Please make sure you ask the member of staff you are visiting:

- Where the nearest Fire Exit is?
- The location of the Assembly Point, which is the main Sports Field.

### FIRST AID:

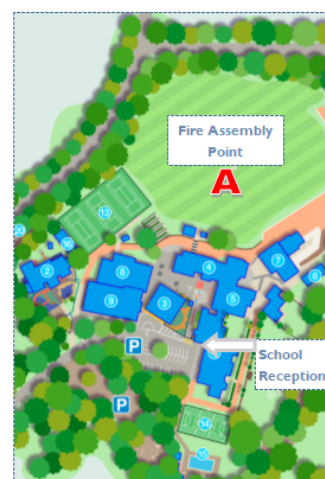
If you have an accident or feel unwell, please contact Reception. Give the extent of the injury and the location. Our School Matron or a trained First Aider will be sent to the scene. All accidents must be reported to Reception.



There is an Automated Defibrillator available in Reception.

### Safe Working Procedures:

- Please ensure that you are qualified to carry out any work undertaken;
- Ensure all equipment is safe to use;
- Ensure that you are aware of safe access points when working at heights and that you have had appropriate training;
- Please report any concerns regarding safety or hazards to the Reception.



## SAFEGUARDING GUIDANCE FOR OUR VISITORS

At Holme Grange we recognise our moral and statutory responsibility to safeguard and promote the welfare of all pupils and as such we expect all staff, visitors and volunteers to share this commitment.

Every member of staff, including part-timers, temporary, visiting, contractors and volunteer staff working in school is required to report instances of actual or suspected child abuse, neglect or bullying behaviours to the DSLs. This includes alleged abuse by one or more pupils against another pupil.

An important part of our safety policy is the requirement that visitors and contractors provide personal ID and DBS documentation.

There may be occasions when as a visitor to the school you need to work with individuals or groups of students.

### At these times you should:

- Avoid being alone with individual students;
- Avoid entering into any conversation of a private or personal nature;
- Do not share or exchange any personal contact details such as telephone numbers, email or social media addresses;
- Avoid any form of physical contact;
- Report any concerns to a member of staff as soon as possible;

To maintain our responsibilities towards our pupils we agree the following standards of good practice:

- Treating all pupils with respect
- Setting a good example by conducting ourselves appropriately
- Involving pupils in decisions that affect them
- Encouraging positive, respectful and safe behaviour among pupils
- Being a good listener

All visitors are expected to observe this safeguarding and health and safety guidance to ensure all the children in our school are kept safe.

If you have any concerns about any pupil's safety during your visit from something they have said or that you have observed, it is your duty to immediately inform any member of staff but preferably one of the Safeguarding Team. It is essential that you never give any promise that you will keep what is said to you confidential or secret.



The Designated Safeguarding Lead (DSL) is:  
Mrs Joanna Cooke  
j.cooke@holmegrange.org

The Deputy DSLs are:  
Mrs Claire Robinson  
head@holmegrange.org  
Mrs Claire Cox  
c.cox@holmegrange.org  
Mr David Boynes  
D.boynes@holmegrange.org

Holme Grange School  
Heathlands Road  
Wokingham  
RG40 3AL

T: 0118 978 1566 F: 0118 977 0810

Email: School@holmegrange.org

## HOLME GRANGE SCHOOL



## **SAFEGUARDING** **and Site Safety**

**Academic Year 2022-2023**

## APPENDIX 4

### Visiting Speakers Policy

Holme Grange actively involves parents and members of the wider community within school activity, believing this involvement to be enriching to the school community: spiritually, socially and academically.

Visitors speaking to groups of pupils enhance the intellectual life of the School, providing stretch, challenge and inspiration. Holme Grange welcomes speakers on spiritual topics. The School has a Christian ethos, but it recognises that many of its pupils are from different faiths or of no faith. The School holds Christian events at key times in the year and explores issues of faith and spirituality in assemblies, inviting speakers with a range of views and opinions. The School also recognises that it can be beneficial to its community if its members feel in touch with their heritage and that their culture is recognised.

Before inviting visiting speakers on religious or ethical themes, efforts will be made to ensure that the individual and the religion/organisation they represent uphold British values. The Prevent Duty Guidance for England and Wales 2015 (the Prevent Duty Guidance) requires Holme Grange to have a clear protocol for ensuring that any visiting speakers, are suitable and appropriately supervised. The Prevent Duty requires the School to have regard to the need to prevent people, including children, from being radicalised or drawn into terrorism. Radicalisation is the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values including democracy, the rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs. Calls for the death of members of UK armed forces, whether in this country or overseas, are also considered extremist. The School is not permitted to obtain a DBS disclosure or Children's Barred List information on any visiting speaker who does not engage in regulated activity at the School or perform any other regular duties for or on behalf of the School.

All visiting speakers will be subject to the School's usual visitors' protocol. The School will also obtain such formal or informal background information about a visiting speaker as is reasonable in the circumstances to decide whether to invite and/or permit a speaker to attend the School. In doing so the School will always have regard to the Prevent Duty Guidance and the definition of "extremism" set out above. Any member of staff inviting in a visiting speaker, or overseeing a group of pupils who would like to invite in a visiting speaker, must as a minimum carry out an internet search on the proposed speaker. Pupils may not invite visiting speakers – this must be done through a member of staff. If the internet search reveals information that indicate the speaker presents a risk of radicalisation who will discuss the proposed invitation with the Headteacher. The Headteacher will ultimately decide if it is appropriate to invite the speaker to attend the School.

All visiting speakers will be required to bring proof of ID unless the speaker is known by the School. It is the responsibility of the supervising member of staff to check the ID and to supervise the speaker at all times. If a visiting speaker is carrying out other duties for the School, on a paid or unpaid basis, then they are likely to be categorised as either staff or a volunteer. If that is the case, then formal vetting checks will be necessary in accordance with the usual practices for staff and/or volunteers. It is only when formal vetting checks are necessary, that they must be recorded on the single central register (SCR).



Informal checks on a visiting speaker do not therefore need to be recorded on the SCR.

When a visiting speaker visit is arranged a Visiting Speaker Form should be completed (via the portal) with the following information as a minimum:

- Date
- Name of speaker and Title/Role (e.g. Professor at.../Chief Executive of...)
- Title of talk
- Age range at which the talk is aimed (tick year group boxes on calendar entry).
- Member of staff responsible for arranging the visiting speaker.

Staff should make reasonable efforts to arrange talks well in advance so the event can be administered and calendared effectively.

If any content of a talk proves highly contentious or falls outside the School's expectations, the member of staff organising the talk must report this to the Head without delay. In fulfilling its Prevent Duty obligations the School will not discriminate on the grounds of race, colour, nationality, ethnic or national origin, religion or religious belief, sex or sexual orientation, marital or civil partner status, disability or age.

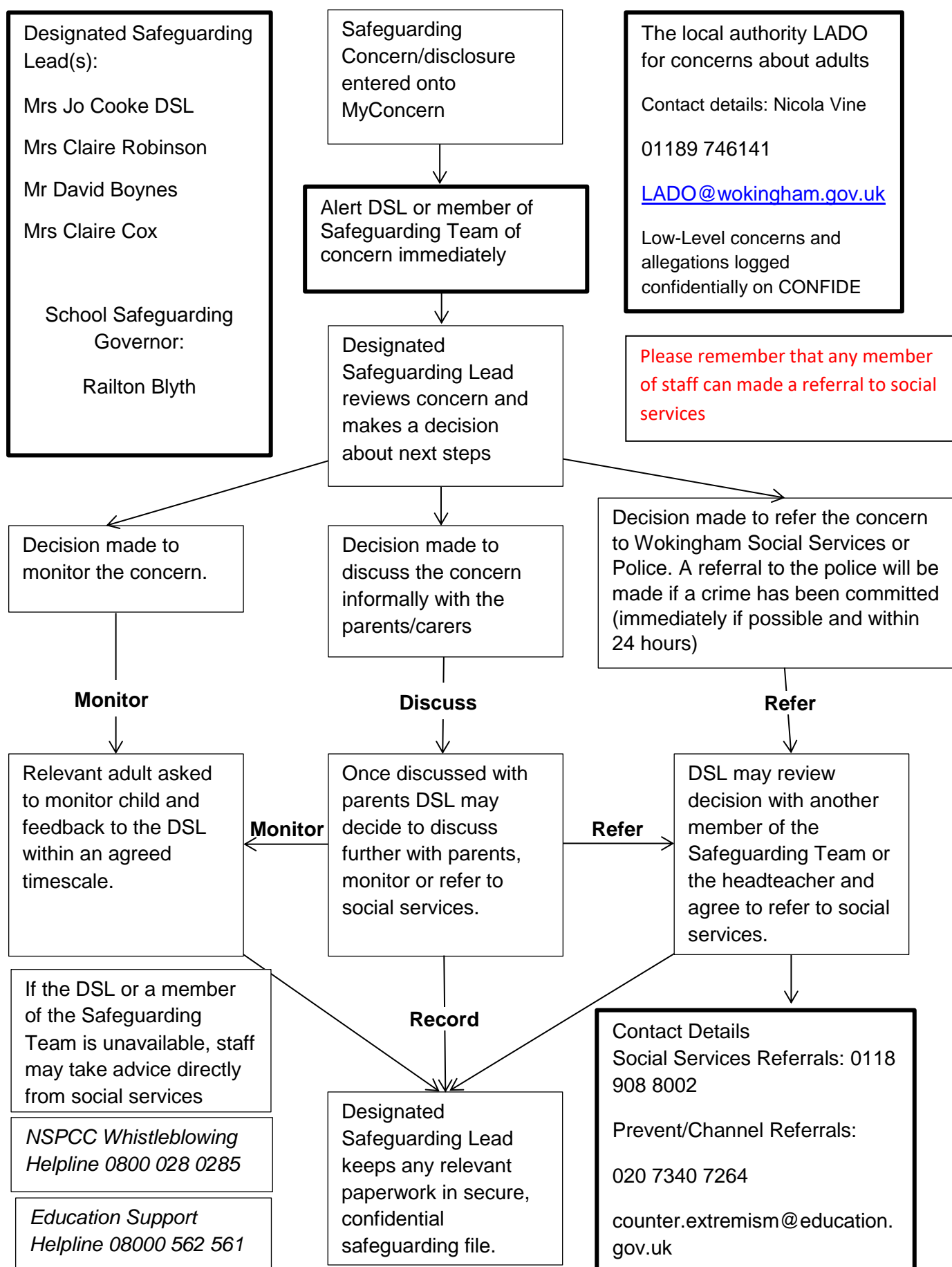
Holme Grange School has regard to the following non-statutory guidance:

<https://www.gov.uk/government/publications/political-impartiality-in-schools/political-impartiality-in-schools>

The Visiting Speaker Form can be accessed by Holme Grange staff via:

[https://docs.google.com/forms/d/e/1FAIpQLScIzVwoWUBOejrfrxAna4RqwjPug52k-Ww9uRMCYZ1tsjc0Hw/viewform?usp=sf\\_link](https://docs.google.com/forms/d/e/1FAIpQLScIzVwoWUBOejrfrxAna4RqwjPug52k-Ww9uRMCYZ1tsjc0Hw/viewform?usp=sf_link)

## APPENDIX 5 – Reporting a Suspicion or Disclosure Flowchart



## Appendix 6 Staff Directory of Support

This directory has been produced by Holme Grange School to help staff to find information, advice and support.

All information and contact details are correct at the time of publication, although it must be understood that agencies and organisations do sometimes change telephone numbers and email addresses.

We would like your help in improving this directory and keeping it up to date. If you know of an agency or organisation that should be included please do let us know. We would also appreciate being informed if any contact details are incorrect.

The inclusion of an agency or organisation in this directory should not be viewed as a recommendation or endorsement by the school.

PROFESSIONAL SUPPORT		
Organisation	Telephone Number	Website
<b>Teacher Support Network</b> A group of independent charities and a social enterprise that provide practical and emotional support to staff in the education sector and their families	Teacherline England 08000 562 561 Teacherline Wales 08000 855 088	<a href="http://www.teachersupport.info">www.teachersupport.info</a> <a href="https://www.educationsupport.org.uk/helping-you/telephone-support-counselling">https://www.educationsupport.org.uk/helping-you/telephone-support-counselling</a>
<b>Teachers wellbeing support</b>		<a href="https://www.mentallyhealthyschools.org.uk/whole-school-approach/supporting-staff-wellbeing/">https://www.mentallyhealthyschools.org.uk/whole-school-approach/supporting-staff-wellbeing/</a>
<b>TES forums</b> Online community		<a href="https://www.tes.com/">https://www.tes.com/</a>
<b>Early Career Teachers information</b>	08000 562 561 (England) 08000 855 088 (Wales)	<a href="https://www.gov.uk/government/publications/induction-for-early-career-teachers-england">https://www.gov.uk/government/publications/induction-for-early-career-teachers-england</a>
<b>The Equality and Human Rights Commission</b> Dealing with workplace bullying and harassment	0845 604 6610 (England) 0845 604 8810 (Wales)	<a href="http://www.equalityhumanrights.com">www.equalityhumanrights.com</a>
<b>24hr counselling helpline number</b>	01179330687	
Professional Associations and Unions		
Organisation	Telephone Number	Website
<b>NEU</b>	0345 811 8111	<a href="https://neu.org.uk/">https://neu.org.uk/</a>

<b>NASUWT</b>		<a href="http://www.nasuwt.org.uk">www.nasuwt.org.uk</a>
<b>NAHT</b>	0300 30 30 333	<a href="http://www.naht.org.uk">www.naht.org.uk</a> <a href="mailto:specialistadvice@naht.org.uk">specialistadvice@naht.org.uk</a>
<b>Voice</b>	01332 372 337	<a href="http://www.voicetheunion.org.uk">www.voicetheunion.org.uk</a>
<b>UNISON</b>	0845 355 0845	<a href="http://www.unison.org.uk">www.unison.org.uk</a>
<b>GMB</b>	020 8947 3131	<a href="http://www.gmb.org.uk">www.gmb.org.uk</a>

Local Resources		
Organisation	Telephone Number	Email / Website
<b>Governors Responsible for Safeguarding and Child Protection</b> <b>Mr Railton Blyth</b>		For postal address please contact the School Office <a href="mailto:rblyth.hggovernor@holmegrange.org">rblyth.hggovernor@holmegrange.org</a>
<b>Chair of Governors</b>  <b>Mrs Sue Northend</b>	07515 975047	<a href="mailto:snorthend.hggovernor@holmegrange.org">snorthend.hggovernor@holmegrange.org</a>
<b>Berkshire West Children's Partnership (Wokingham Referrals and Assessment Team)</b>	01189 088 002	<a href="mailto:triage@wokingham.gov.uk">triage@wokingham.gov.uk</a>
<b>Emergency Duty Team</b> <b>Out of Hours Duty Team</b>	01344 786 543	
<b>District Health Authority</b> <b>The Royal Berks Hospital</b>	01189 875 111	
<b>DfE's Counter Terrorism Helpline</b>	020 7340 7264	
<b>Police Family Support Unit</b>	101 (non-emergency) 0845 850505 – Thames Valley 999 (emergency)	
<b>Operation Encompass</b>	0845 646 0890	<a href="mailto:infor@operationencompass.org">infor@operationencompass.org</a> <a href="http://www.operationencompass.org">www.operationencompass.org</a>
<b>LADO (LADO)</b>	0118 9746141	<a href="mailto:LADO@wokingham.gov.uk">LADO@wokingham.gov.uk</a>

<b>Health and Wellbeing</b>		
<b>Organisation</b>	<b>Contact</b>	<b>Website</b>
<b>NSPCC</b>	0808 800 5000	<a href="http://www.nspcc.org.uk">www.nspcc.org.uk</a>
<b>NSPCC FreeText</b>	0800 056 0566	
<b>Child Line</b>	0800 1111	
<b>Kidscape(Bullying) Parents Helpline</b>	020 7823 5430	<a href="http://www.kidscape.org.uk">www.kidscape.org.uk</a>
<b>HopelineUK</b>	0800 068 4141	<a href="https://papyrus-uk.org/help-advice-2/">https://papyrus-uk.org/help-advice-2/</a>
<b>Bullying UK</b>	0808 800 2222 <a href="mailto:help@bullying.co.uk">help@bullying.co.uk</a>	<a href="http://www.bullying.co.uk">www.bullying.co.uk</a>
<b>BEAT – Beating Eating Disorders</b>	0808 801 0677 <a href="mailto:help@beateatingdisorders.org.uk">help@beateatingdisorders.org.uk</a>	<a href="http://www.b-eat.co.uk">www.b-eat.co.uk</a>
<b>Samaritans</b>	08457 909090 <a href="mailto:jo@samaritans.org">jo@samaritans.org</a>	<a href="http://www.samaritans.org">www.samaritans.org</a>
<b>Mind</b>	Info: <b>0300 123 3393</b> <a href="mailto:info@mind.org.uk">info@mind.org.uk</a> Legal advice: <b>0300 466 6463</b> <a href="mailto:legal@mind.org.uk">legal@mind.org.uk</a>	<a href="http://www.mind.org.uk">www.mind.org.uk</a>
<b>Stop it Now!</b> (advice for adults who are concerned about their sexual feelings towards children)	0808 1000 900 messaging service available via the website	<a href="http://www.stopitnow.org.uk">www.stopitnow.org.uk</a>
<b>Thinkuknow is the education programme from NCA-CEOP, a UK organisation which protects children both online and offline.</b>	NCA - 0800 555 111.	<a href="https://www.thinkuknow.co.uk/">https://www.thinkuknow.co.uk/</a>
<b>Family Lives</b>	0808 800 2222	<a href="http://familylives.org.uk">http://familylives.org.uk</a>
<b>Staff Helpline</b>	08000 562 561.	<a href="https://www.educationsupport.org.uk/about-us">https://www.educationsupport.org.uk/about-us</a>

## Appendix 7

### **Role of the Designated Safeguarding Lead – DSL 2022**

Holme Grange's Governors have ensured that an appropriate senior member of staff, from the school leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead takes lead responsibility for safeguarding and child protection (including online safety).

This person has the appropriate status and authority within the school to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and interagency meetings, and/or supporting other staff to do so, and to contributing to the assessment of children.

### **Deputy designated safeguarding leads**

Deputies are trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

### **Availability**

During term time the designated safeguarding lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst the designated safeguarding lead (or deputy) is available in person, there may be times when phone or zoom or other such media is acceptable.

All staff have the contact details of the designated safeguarding lead for any out of hours/out of term activities.

### **Manage referrals**

The designated safeguarding lead is expected to refer cases:

- of suspected abuse and neglect to the local authority children's social care as required and support staff who make referrals to local authority children's social care;
- to the Channel programme where there is a radicalisation concern as required and support staff who make referrals to the Channel programme;
- where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- where a crime may have been committed to the Police as required. The document from the NPCC – "When to call the Police" will help understand when to consider calling the police and what to expect when working with the police

### Working with others

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff;
- work closely with the Mental Health Lead
- act as a point of contact with the safeguarding partners;
- liaise with the headteacher to inform her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the “case manager” and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member;
- liaise with staff (especially teachers, pastoral support staff, school nurse and matron, IT Technicians, and special educational needs coordinators (SENCOs), on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children’s needs are considered holistically;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children’s attendance, engagement and achievement at school or college.
- to be aware **that children must have an ‘appropriate adult’ to support and help them in the case of a police investigation or search**
- This includes:
- to ensure that the school knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
- to support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children’s educational outcomes.

### Information sharing and managing the child protection file

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date on MyConcern. Information is kept confidential and stored securely.

Records should include:

- a clear and comprehensive summary of the concern;

- a note of any action taken, decisions reached and the outcome. They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in KCSIE 2022

Where children leave the school (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

### **Raising Awareness**

The designated safeguarding lead should:

- ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part-time staff;
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this;
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements; and,
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school leadership staff.

### **Training, knowledge and skills**

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as



well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;
- understand the importance of information sharing, both within the school, and with the safeguarding partners, other agencies, organisations and understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and,
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role.

### **Providing support to staff**

Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes; and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

### **Understanding the views of children**

It is important that children feel heard and understood. Therefore, designated safeguarding leads should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school may put in place to protect them
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

### **Holding and sharing information**

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of KCSIE 2022, and therefore the designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and,
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping

Date

Signed