



## Holly Park School Child Protection & Safeguarding Policy

<b>Designated Safeguarding Lead</b>	Maria Michael (Deputy Head)
<b>Deputy Designated Lead</b>	Ann Pelham (Headteacher)
<b>Deputy Designated Lead</b>	Sally Thomas (key leader for LAC)
<b>Deputy Designated Lead</b>	Diana Kelly (Children's Co-ordinator)
<b>Deputy Designated Lead</b>	Kathy Puzey (Learning Mentor)
<b>Deputy Designated Lead</b>	Clare Mornington (Nursery Nurse)
<b>Deputy Designated Lead</b>	Andrea Needham (Pupil Support Officer)

**Named Governor for Safeguarding** Clare Wischhusen

*\* All of the above have completed Level 3 training*

<b>Online Safety Co-ordinators</b>	Lewis Turner & Dominic Carini
<b>PREVENT DUTY Single Point of Contact</b>	Ann Pelham (Headteacher)
<b>Named Governor for Looked After Children</b>	Clare Wischhusen
<b>Chair of Barnet Safeguarding Partnership</b>	Andrew Fraser
<b>Barnet Safeguarding Officer</b>	Jane Morris
<b>Barnet LADO</b>	Shrimitie Bissefar
<b>Barnet PREVENT Education Officer</b>	Peryn Jasper (83597311)

\*This policy has been updated in response to the release of KCSIE 2021.

## Contents Page

1. What to do if you have a concern at Holly Park
2. Introduction and ethos
3. Access to safeguarding documents
4. Definition
5. Contextual Safeguarding
6. Aims
7. Role and responsibilities
8. Early Help
9. Multi Agency Working & children with social workers
10. Abuse and neglect (Including Domestic Abuse)
11. School Procedures
12. Staff Training
13. Confidentiality & information sharing
14. Record Keeping
15. Safer Recruitment
16. Volunteers recruitment & checks
17. Single Central Record (SCR)
18. Safer Working Practice and Allegations against staff
19. Disqualification by Association
20. Extremism and Radicalisation (*PREVENT* Duty)
21. Children Potentially at Greater Risk
22. Child Missing in Education
23. Child Sexual Exploitation (CSE)
24. Child Criminal Exploitation & County Lines (CCE)
25. Honour Based Abuse (HBA)
26. Forced Marriage
27. Female Genital Mutilation (FGM)
28. Health & Safety
29. First Aid
30. Mental Health
31. Site Security
32. Attendance
33. Volunteers welcome & induction
34. Welcoming Visitors
35. Curriculum
36. Online Safety & Cyber Crime
37. Positive Handling
38. Behaviour
39. Anti-bullying
40. Peer on Peer Abuse
41. Sexting
42. Racial Tolerance
43. Photos/videos
44. Whistle blowing
45. Intimate care
46. Use of mobile phones
47. Personal transport
48. Home Visits
49. One to one working
50. Supervision
51. CAFs
52. Private Fostering
53. Children Affected By gang Activity and Youth Violence
54. Homelessness
55. Pupils with Family Members in Prison
56. Pupils required to give evidence in Court
57. Alternative Provision
58. Transfer of Information
59. GDPR
60. Upskirting
61. Suicide & Self harm
62. Child Abduction and Community Safety Issues
63. Modern Slavery

- 64. Use of school premises for non school based activities
- 65. Policy Monitoring
- 66. Links to UN Rights of the Child
- 67. Other Associated policies

## **Appendices**

Appendix 1: School Alert Form

Appendix 2: Body Map

Appendix 3: Categories of Abuse

Appendix 4: Keeping yourself safe when responding to disclosures

Appendix 5: EYFS Supervision Contract

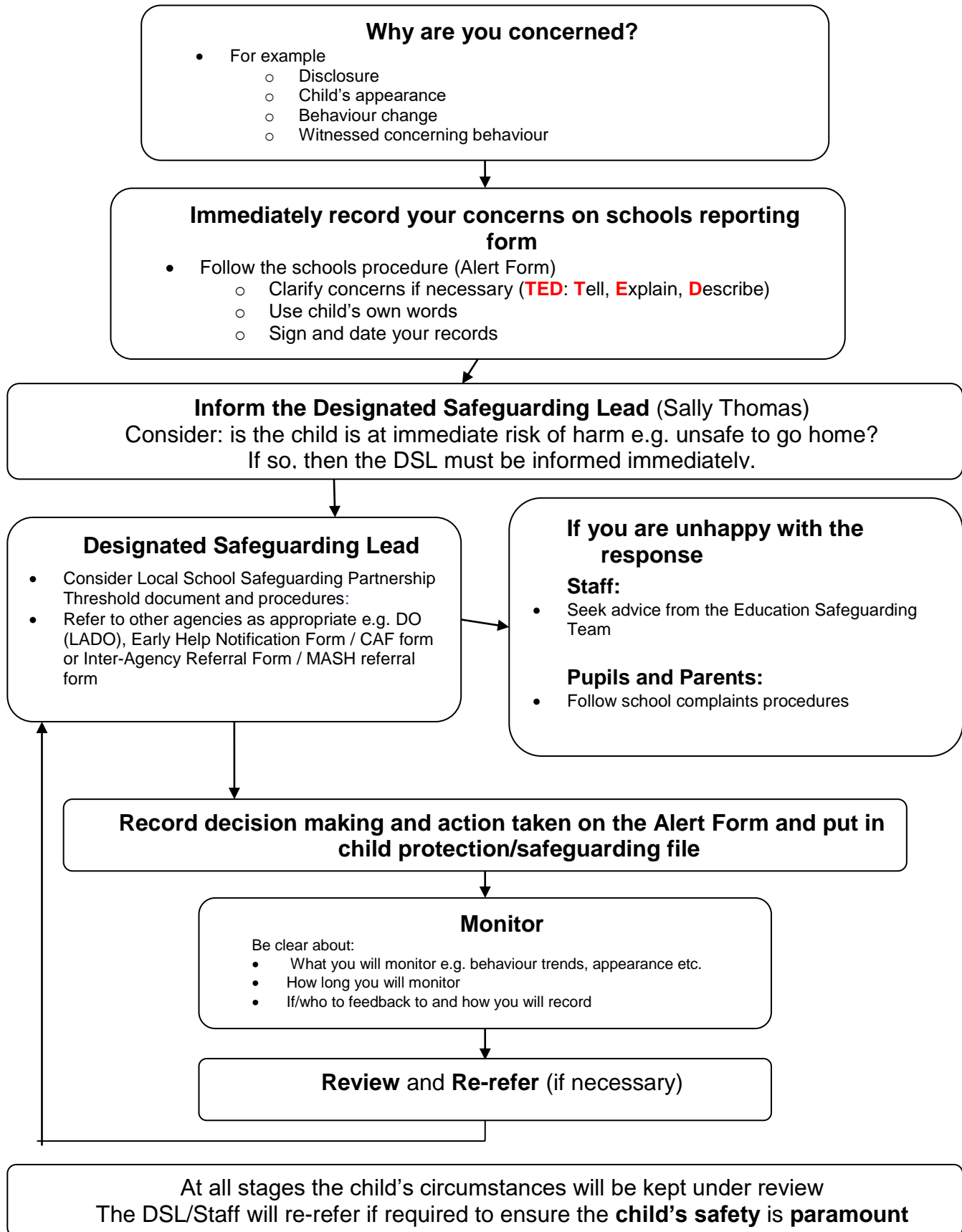
Appendix 6: EYFS Supervision Agenda

Appendix 7: Private Fostering

Appendix 8: Google Meet Expectations

Appendix 9: Disclosure Form – Disqualification by Association

# What to do if you have a Child Protection concern at Holly Park



## 2, Introduction and Ethos

Holly Park is a community and all those directly connected (staff, governors, parents, families and pupils) have an essential role to play in making it safe and secure.

Holly Park is committed to safeguarding and promoting the physical, mental and emotional welfare of every pupil, both inside and outside of the school premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance. It will be achieved by:

- Ensuring that members of the governing body, the headteacher and staff understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse, and know to refer concerns to the DSL.
- Teaching pupils how to keep safe and recognise behaviour that is unacceptable.
- Identifying and making provision for any pupil that has been subject to, or is at risk of, abuse, neglect, or exploitation.
- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Ensuring that the headteacher and any new staff and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

Our school core safeguarding principles are:

- It is a whole school responsibility to safeguard and promote the welfare of children as its paramount concern
- All children (defined as those up to the age of 18) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection
- All children have a right to be heard and to have their wishes and feelings taken into account
- All staff understand safe professional practice and adhere to our code of conduct and other associated policies

All staff have a responsibility to recognise vulnerability in children and act on any concern in accordance with this guidance

There are four main elements to our safeguarding policy:

**Prevention** (e.g. positive, supportive, safe school culture, curriculum and pastoral opportunities for children, safer recruitment procedures);

**Protection** (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns);

**Support** (for all pupils, parents and staff, and where appropriate specific intervention for those who may be at risk of harm);

**Working with parents and other agencies** (to ensure appropriate communications and actions are undertaken).

The procedures contained in this policy apply to all staff and governors and are consistent with those of the Barnet Safeguarding Partnership

It will be achieved by:

- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Raising awareness of child protection issues
- Educating pupils on how to keep safe and to recognise behaviour that is unacceptable.

- Identifying and making provision for any pupil that has been subject to abuse.
- Ensuring that members of the governing body, the Headteacher and staff members understand their responsibilities under safeguarding legislation and statutory guidance, and are alert to the signs of child abuse and know to refer concerns to the designated safeguarding lead (DSL).
- Ensuring that the Headteacher and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.
- Developing and then implementing procedures for identifying and reporting cases, or suspected cases, of abuse.
- Establishing a safe and secure environment in which all children can learn and develop

**All** school staff have a responsibility to provide a safe environment in which children can learn.

We have a team of six people on our safeguarding team. A member of the schools safeguarding team will be available at all times in school to support staff with concerns

The Teachers' Standards 2012 state that teachers, including Headteachers, should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties

All staff are required to read and sign the Staff Key Policy list which includes this safeguarding policy, Keeping Children safe in Education and the Staff Code of Conduct

### **3. Access to the Safeguarding Documents**

This policy and all related documents can be found in the shared area of the school network. All associated safeguarding documents are kept together in one accessible file. They are also available to access via the school website

Parents have access to the policy via the school website. If any parent does not have access to the website they can pick up a copy at the school office on request.

### **4. Definitions**

"Safeguarding is not just about protecting children from deliberate harm. It includes a wide range of issues relating to pupil's welfare, health and safety." (Inspecting safeguarding in early years, education and skills, Ofsted, September 2016)

The terms "**children**" and "**child**" refer to anyone under the age of 18.

For the purposes of this policy, "**safeguarding and protecting the welfare of children**" is defined as:

- Protecting pupils from maltreatment.
- Preventing the impairment of pupils' mental and physical health or development.
- Ensuring that pupils grow up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all pupils to have the best outcomes.

For the purposes of this policy, "**consent**" is defined as having the freedom and capacity to choose to engage in sexual activity. Consent may be given to one sort of sexual activity but not another, and can be withdrawn at any time during sexual activity and each time activity occurs. A person only consents to a sexual activity if they agree by choice to that activity, and has the

freedom and capacity to make that choice. Children under the age of 13 can never consent to any sexual activity. The age of consent is 16.

For the purposes of this policy, “**sexual violence**” refers to the following offences as defined under the Sexual Offences Act 2003:

- **Rape:** A person (A) commits an offence of rape if they intentionally penetrate the vagina, anus or mouth of another person (B) with their penis, B does not consent to the penetration, and A does not reasonably believe that B consents.
- **Assault by penetration:** A person (A) commits an offence if they intentionally penetrate the vagina or anus of another person (B) with a part of their body or anything else, the penetration is sexual, B does not consent to the penetration, and A does not reasonably believe that B consents.
- **Sexual assault:** A person (A) commits an offence of sexual assault if they intentionally touch another person (B), the touching is sexual, B does not consent to the touching, and A does not reasonably believe that B consents.
- **Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if they intentionally cause another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

For the purposes of this policy, “**sexual harassment**” refers to unwanted conduct of a sexual nature that occurs online or offline, inside or outside of school. Sexual harassment is likely to violate a pupil’s dignity, make them feel intimidated, degraded or humiliated, and create a hostile, offensive, or sexualised environment. If left unchallenged, sexual harassment can create an atmosphere that normalises inappropriate behaviour and may lead to sexual violence. **Sexual harassment can include, but is not limited to:**

- Sexual comments, such as sexual stories, lewd comments, sexual remarks about clothes and appearance, and sexualised name-calling.
- Sexual “jokes” and taunting.
- Physical behaviour, such as deliberately brushing against someone, interfering with someone’s clothes, and displaying images of a sexual nature.
- Online sexual harassment, which may be standalone or part of a wider pattern of sexual harassment and/or sexual violence. This includes:
  - The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
  - Sharing unwanted explicit content.
  - Upskirting.
  - Sexualised online bullying.
  - Unwanted sexual comments and messages, including on social media.
  - Sexual exploitation, coercion, and threats.

For the purposes of this policy, “**upskirting**” refers to the act, as identified in the Voyeurism (Offences) Act 2019, of taking a picture or video under another person’s clothing, without their knowledge or consent, with the intention of viewing that person’s genitals or buttocks, with or without clothing, to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Upskirting is a criminal offence. Anyone, including pupils and staff, of any gender can be a

victim of upskirting.

For the purposes of this policy, the **“consensual and non-consensual sharing of nude and semi-nude images and/or videos”**, colloquially known as **“sexting”**, is defined as the sharing between pupils of sexually explicit content, including indecent imagery. For the purposes of this policy, **“indecent imagery”** is defined as an image which meets one or more of the following criteria:

- Nude or semi-nude sexual posing
- A child touching themselves in a sexual way
- Any sexual activity involving a child
- Someone hurting a child sexually
- Sexual activity that involves animals

## **5. Contextual safeguarding**

Safeguarding incidents can occur outside of school and can be associated with outside factors. School staff, particularly the DSL and their deputy(s), will always consider the context of incidents – this is known as contextual safeguarding. Assessment of pupils’ behaviour will consider whether there are wider environmental factors that are a threat to their safety and/or welfare. The school will provide as much contextual information as possible when making referrals.

## **6. Aims**

At Holly Park we are committed to Safeguarding and promoting the welfare of all of our children. Each child’s welfare is of paramount importance to us. We believe in providing the best for every child. We recognise that some children may be especially vulnerable to abuse and recognise that these particular children will need additional support to be positive about themselves and fulfil their potential. We will always take a considered and sensitive approach in order that we can support all of our children.

We take great pride in encouraging all our children to feel part of, and to contribute positively to fundamental British values.

As a community school we are committed to the development of community cohesion and the prevention of extremism and radicalisation both within our school’s physical boundaries and within our local, national and global environments. We are also committed to respond to community concerns or local disturbances in a positive way which supports British democratic society.

We aim to develop our policy and practice in line with current legislation and guidance but also in line with the experiences, training and expertise of our staff.

We recognise that the safeguarding of all children, staff, parents, visitors and volunteers should be a priority at all times. This will include steps taken to ensure the safety and protection of all members of the school community on a daily basis such as:

- Home visits for all new starters across the school

- Registers taken at the start of the morning and afternoon sessions
- First day calling to establish the situation for absent pupils
- The requirement for parents to sign in children arriving late and being taken out of school early
- The wearing of identity lanyards by all staff
- The carrying out of Disability and Baring Service and identity checks for all adults working in the school
- The use of an entry system to monitor visitors to the site
- The requirement for all visitors to sign in and out of the school
- The maintenance of a single central record
- Termly fire drills, lock down drills and emergency evacuation plans displayed in all rooms
- Regular premises tours by the site manager, Headteacher and Chair of the premises sub-committee to identify health and safety risks, trip hazards etc
- The management of the premises, including writing risk assessments eg for the pond area, play equipment, snow
- Risk assessments written and carried out prior to all trips
- Staff/pupil ratios adhered to especially on trips and visits
- Frequent head counts on trips
- Regular reminders about the use of the internet, social media, cameras etc. Staff are expected to sign forms yearly to accept safe use of technology including the prohibition of the use of mobile phones to take photos of children or used in directed hours. (see data security policy and acceptable use agreement)
- Parents sign permission forms on entry to the school – for such things as permission for the child's photo to be put on the website
- Acceptable use of technology charts are displayed in all classrooms and pupils are reminded of the computer rules. Pupils and parents sign a form.
- Anti bullying is kept high profile including annual participation in National Anti Bullying week
- Participation in National awareness campaigns – e.g Safer Internet day, World Peace day, National Road safety Week.
- We send out contact detail forms yearly for all pupils to ensure we have the most up to date contact and emergency contact information.
- Safer recruitment procedures followed with regard to employing staff and staff files maintained with DBS checks, proof of identity, references and qualifications.
- Individual behaviour plans and risk assessments for individuals as needed
- Food hygiene training for appropriate staff
- First aid and paediatric first aid training for appropriate staff
- We record accidents daily in an accident book. Accidents are analysed and reported to governors
- We keep records of behaviour including racist and homophobic behaviour and these are also analysed and reported to governors
- Health care plans as needed
- Staff training on asthma and the use of epi-pens
- The taking of medicines on trips
- Permission to administer medicine forms filled in before prescribed medicines are given

Pupils at Holly Park will be taught about safeguarding issues. Children will be regularly reminded about Safeguarding, especially e-safety and personal safety through a variety of curriculum opportunities eg PHSE and Police visits and assembly e.g NSPCC & PANTS.

We recognise that children who are abused or witness violence may find it difficult to develop a sense of self worth. They may feel helplessness, humiliation and some sense of blame. The school may be the only stable, secure and predictable element in the lives of children at risk. When at school their behaviour may be challenging and defiant or they may be withdrawn. The school will endeavour to support the pupil through:

- The content of the curriculum.
- The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.
- The school behaviour policy which is aimed at supporting vulnerable pupils in the school. The school will ensure that the pupil knows that some behaviour is unacceptable but they are valued and not to be blamed for any abuse which has occurred.
- Liaison with other agencies that support the pupil such as social services, Child and Adolescent Mental Health Service, education welfare service and educational psychology service etc.

We recognise that because of the day to day contact with children, school staff are well placed to observe the outward signs of neglect, abuse, changes in behaviour and a failure to develop. All staff are advised to maintain an attitude of '*it could happen here*' with regard to safeguarding.

The school will therefore:

- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Ensure children know that there are adults in the school whom they can approach if they are worried.
- Include opportunities in the PSHE curriculum for children to develop the skills they need to recognise and stay safe from abuse.
- Include opportunities to find out how parents and pupils feel about safety through our annual questionnaires

## **7. Roles and Responsibilities**

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Schools and colleges form part of the wider safeguarding system for children.

### **The governing body has a duty to:**

- Take strategic leadership responsibility for the school's safeguarding arrangements.
- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- Guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Guarantee that the school contributes to multi-agency working in line with the statutory guidance '[Working Together to Safeguard Children](#)'.
- Confirm that the school's safeguarding arrangements take into account the procedures and practices of the LA as part of the inter-agency safeguarding procedures.

- Understand the local criteria for action and the local protocol for assessment, and ensure these are reflected in the school's policies and procedures.
- Comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions.
- Ensure that staff working directly with children read at least Part one of KCSIE.
- Ensure that staff who do not work directly with children read either Part one or Annex A of KCSIE.
- Ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities in regard to safeguarding children.
- Ensure governing body lead takes leadership responsibility for safeguarding arrangements.
- Appoint a member of staff from the SLT to the role of DSL as an explicit part of the role-holder's job description.
- Appoint one or more deputy DSLs to provide support to the DSL, and ensure that they are trained to the same standard as the DSL and that the role is explicit in their job description(s).
- Facilitate a whole-school approach to safeguarding; this includes ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.
- Where there is a safeguarding concern, ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- Ensure systems are in place, children to confidently report abuse, knowing that their concerns will be treated seriously, and they can safely express their views and give feedback; these systems will be well-promoted, easily understood, and easily accessible.
- Ensure that staff have due regard to relevant data protection principles that allow them to share and withhold personal information.
- Ensure that a member of the governing board is nominated to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the headteacher or another governor.
- Guarantee that there are effective and appropriate policies and procedures in place.
- Ensure all relevant persons are aware of the school's local safeguarding arrangements, including the governing board itself, the SLT and DSL.
- Make sure that pupils are taught about safeguarding, including protection against dangers online (including when they are online at home), through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Adhere to statutory responsibilities by conducting pre-employment checks on staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensure that staff are appropriately trained to support pupils to be themselves at school, e.g. if they are LGBTQ+.
- Ensure the school has clear systems and processes in place for identifying possible mental health problems in pupils, including clear routes to escalate concerns and clear referral and accountability systems.
- Guarantee that volunteers are appropriately supervised.
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.

- Ensure that all staff receive safeguarding and child protection training updates, e.g. emails, as required, but at least annually.
- Certify that there are procedures in place to handle allegations against staff, supply staff, volunteers and contractors.
- Confirm that there are procedures in place to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- Guarantee that there are procedures in place to handle pupils' allegations against other pupils.
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff.
- Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to peer-on-peer abuse.
- Guarantee that there are systems in place for pupils to express their views and give feedback.
- Establish an early help procedure and ensure all staff understand the procedure and their role in it.
- Appoint a designated teacher to promote the educational achievement of LAC and ensure that this person has undergone appropriate training.
- Ensure that the designated teacher works with the virtual school head (VSH) to discuss how the pupil premium funding can best be used to support LAC.
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regard to the pupil's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses for pupils who go missing from school, particularly on repeat occasions, to help identify any risk of abuse, neglect or exploitation, and prevent the risk of their disappearance in future.
- Ensure that all members of the governing board have been subject to an enhanced DBS check.
- Create a culture where staff are confident to challenge senior leaders over any safeguarding concerns.

**The Headteacher has a duty to:**

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession.
- Ensure that the policies and procedures adopted by the governing body, particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff members.
- Provide staff with the Child Protection and Safeguarding Policy, Staff Behaviour Policy, information regarding the role of the DSL and part one of the latest Keeping Children Safe in Education (KCSIE) guidance.
- Provide staff with the appropriate policies and information upon induction

## **The Role of the Designated Safeguarding Lead**

The Lead Designated safeguarding Officer at Holly Park is Maria Michael. The Deputy Designated Officers are Ann Pelham (HT) Diana Kelly (SENCO), Together with Sally Thomas (Key leader for disadvantaged & LAC) Clare Mornington (NN) Kathy Puzey (Learning Mentor) and Andrea Needham (Pupil Support Officer) they comprise the Child Protection team.

There will also be a named Governor who is responsible for Child Protection and Safeguarding in the school. **This is currently Clare Wischhusen.** Safeguarding is always an agenda item at SMT meetings and on the agenda for the governors Staffing & Pupil Welfare Committee and in the Headteacher report to governors.

### **The DSL has a duty to:**

- Take lead responsibility for safeguarding and child protection, including online safety.
- Provide advice and support to other staff on child welfare, safeguarding and child protection matters.
- Take part in strategy discussions and inter-agency meetings, and/or support other staff to do so.
- Contribute to the assessment of children, and/or support other staff to do so.
- During term time, be available during school hours for staff to discuss any safeguarding concerns. **NB:** Individual schools, working with the DSL, define what “available” means and whether, in exceptional circumstances, availability via phone, videocall, or other media is an acceptable substitution for in-person availability.
- Arrange, alongside the school, adequate and appropriate cover for any activities outside of school hours or terms.
- Refer cases:
  - To CSCS where abuse and neglect are suspected, and support staff who make referrals CSCS.
  - To the Channel programme where radicalisation concerns arise, and support staff who make referrals to the Channel programme.
  - To the DBS where a person is dismissed or has left due to harm, or risk of harm, to a child.
  - To the police where a crime may have been committed, in line with the National Police Chiefs’ Council (NPCC) guidance.
- Act as a source of support, advice and expertise for all staff.
- Act as a point of contact with the safeguarding partners.
- Liaise with the headteacher to inform them of issues, especially regarding ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Liaise with the deputy DSL(s) to ensure effective safeguarding outcomes.
- Liaise with the case manager and the LA designated officer(s) (LADO) for child protection concerns in cases concerning staff.
- Liaise with staff on matters of safety, safeguarding and welfare, including online and digital safety.
- Liaise with staff when deciding whether to make a referral by liaising with relevant agencies so that children’s needs are considered holistically.

- Liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health.
- Promote supportive engagement with parents 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 their attendance, engagement and achievement at school. This includes:
  - Ensuring that the school knows which pupils have or had a social worker.
  - Understanding the academic progress and attainment of these pupils.
  - Maintaining a culture of high aspirations for these pupils.
  - Supporting teachers to provide additional academic support or reasonable adjustments to help these pupils reach their potential.
  - Helping to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues these pupils are experiencing with teachers and the SLT.
- Ensure that child protection files are kept up-to-date and only accessed by those who need to do so.
- Ensure that a pupil's child protection file is transferred as soon as possible, and within five days, when transferring to a new school, and consider any additional information that should be shared.
- Ensure each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
- Work with the governing board to ensure the school's Child Protection and Safeguarding Policy is reviewed annually, and the procedures are updated and reviewed regularly.
- Ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.
- Link with safeguarding partner arrangements to make sure that staff are aware of the training opportunities available and the latest local policies on safeguarding.
- Undergo training, and update this training at least every two years.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings; this includes understanding the difficulties pupils may have in approaching staff about their circumstances and considering how to build trusted relationships that facilitate communication.
- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters: specifically, to ensure that staff are supported during the referrals processes; and to support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.
- Understand the importance of information sharing, including within school, with other schools, 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 GDPR.
- Keep detailed, accurate, secure written records of concerns and referrals, and understand the purpose of this record-keeping.

At Holly Park the designated teacher has a responsibility for promoting the educational achievement of LAC and previously LAC (PLAC), and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

**At Holly Park the role of the Lead Designated Professional is also:**

- To ensure new staff receive a safeguarding information card about what to do and who to go to on their first day at school and this is followed up by face to face training within the first two weeks.
- To ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the Senior Designated Professional responsible for child protection
- To ensure that the appropriate information, training and support is given to all staff. Holly Park will ensure that all Designated Professionals receive appropriate training at least every two years, and that all staff receive an update annually and in depth training every three years. In this way the school can support whole –school understanding of the relevant documents through training, quizzes etc. A signed attendance sheet will be kept from this training
- To ensure that the office staff give out a leaflet about what to do and who to go to on their first day in the school
- To ensure that information about who the key safeguarding personnel are and to have this displayed around the school.
- To ensure that the Senior Management Team are kept fully informed of any concerns and ongoing issues, and when appropriate, decide with them when to take further action about specific concerns
- To work with the Governor responsible for Safeguarding, and report to the Staffing and Pupil Welfare sub-committee termly
- The school completes an annual safeguarding audit

**Other staff members have a responsibility to:**

All staff have a responsibility to:

- Consider, at all times, what is in the best interests of the pupil.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Provide a safe environment in which pupils can learn.
- Be prepared to identify pupils who may benefit from early help.
- Be aware of the school's systems which support safeguarding, including any policies, procedures, information and training provided upon induction.
- Be aware of the role and identity of the DSL and deputy DSLs.
- Undertake safeguarding training, including online safety training, during their induction – this will be regularly updated.
- Receive and understand child protection and safeguarding (including online safety) updates, e.g. via email, as required, and at least annually.
- Be aware of the local early help process and understand their role in it.

- Be aware of, and understand, the process for making referrals to CSCS, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Make a referral to CSCS and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.
- Support social workers in making decisions about individual children, in collaboration with the DSL.
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused, exploited or neglected.
- Maintain appropriate levels of confidentiality when dealing with individual cases.
- Reassure victims that they are being taken seriously, that they will be supported, and that they will be kept safe.
- Speak to the DSL if they are unsure about how to handle safeguarding matters.
- Be aware of safeguarding issues that can put pupils at risk of harm.
- Be aware of behaviours linked to issues such as drug-taking, alcohol misuse, deliberately missing education, and sharing indecent images, and other signs that pupils may be at risk of harm.

Teachers, including the headteacher, have a responsibility to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the 'Teachers' Standards'.

#### **Children and young people (pupils) have a responsibility to:**

- Contribute to the development of school safeguarding policies
- Adhere to (at a level appropriate to their age and ability) the schools policies and procedures
- Seek help from a trusted adult if things go wrong, and support others that may be experiencing safeguarding concerns
- Develop and take responsibility (at a level that is appropriate to their individual age, ability and vulnerabilities) for keeping themselves and others safe, including online

#### **Parents/carers have a responsibility to:**

- Read the relevant school/policies and procures, encouraging their children to adhere to them, and adhering to them themselves where appropriate
- Discuss safeguarding issues with their children, support the school in their safeguarding approaches, and reinforce appropriate safe behaviours at home
- Identify changes in behaviour which could indicate that their child is at risk of harm online
- Seek help and support from the school, or other appropriate agencies, if they or their child encounters any safeguarding concern
- Contribute to the development of the schools safeguarding policies
- Parents can obtain a copy of the school Child Protection Policy and other related policies on request and can view them via the school website

### **8. Early Help**

Early help means providing support as soon as a problem emerges, at any point in a child's life. Any pupil may benefit from early help, but in particular, staff will be alert to the potential need for early help for pupils who:

- Are disabled, have certain health conditions, or have specific additional needs.
- Have SEND, regardless of whether they have a statutory EHC plan.

- Have mental health needs.
- Are young carers.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Are frequently missing or going missing from care or from home.
- Are at risk of modern slavery, trafficking, or sexual or criminal exploitation.
- Are at risk of being radicalised or exploited.
- Have family members in prison, or are affected by parental offending.
- Are in a family circumstance presenting challenges for them, such as drug and alcohol misuse, adult mental health problems, or domestic abuse.
- Misuse drugs or alcohol.
- Have returned home to their family from care.
- Are at risk of HBA, such as FGM or forced marriage.
- Are privately fostered.
- Are persistently absent from education, including persistent absences for part of the school day.
- Show early signs of abuse and/or neglect in other ways.

The DSL will take the lead where early help is appropriate. This includes liaising with other agencies and setting up an inter-agency assessment as appropriate. The local early help process will be followed as required.

Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases will be kept under constant review and consideration given to a referral to CSCS for assessment for statutory services if the pupil's situation is not improving or is worsening.

#### 1.1.

At Holly Park, whenever possible, we will ensure that early intervention is actioned to prevent situations from escalating into larger problems. Therefore the school will consider the following:

- Undertake an assessment of the need for early help
- Provide early help services e.g. school nurse, learning mentor, SENCO, breakfast club, pastoral team etc
- Refer to appropriate services e.g. CAMHS, HEWS etc.

Identifying children and young people who are suffering or likely to suffer significant harm at the earliest opportunity, and taking appropriate action with the aim of making sure they are kept safe both at home and in our school setting is essential.

## 9. Multi Agency Working

The school contributes to multi-agency working as part of its statutory duty. The school is aware of and will follow the local safeguarding arrangements.

The school will be fully engaged, involved, and included in local safeguarding arrangements. Once the school is named as a relevant agency by local safeguarding partners, it will follow its statutory duty to cooperate with the published arrangements in the same way as other relevant agencies. The school will act in accordance with the safeguarding arrangements.

The school will work with CSCS, the police, health services and other services to protect the

welfare of its pupils, through the early help process and by contributing to multi-agency plans to provide additional support.

Where a need for early help is identified, the school will allow access for CSCS from the host LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment.

The school also recognises the particular importance of inter-agency working in identifying and preventing CSE.

### **Information sharing**

The school recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs and identify any need for early help. Considering the above, staff will be aware that whilst the UK GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.

Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils. If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSL(s).

At Holly Park, we recognise that when a child has a social worker, it is an indicator that the child is more at risk than most pupils. This may mean that they are more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support pupils who have a social worker. At Holly Park all of these children are on our Pastoral list and are discussed at our pastoral team meetings so that we can discuss their needs and any necessary support. These children are also discussed at SMT meetings.

### **10. Abuse and neglect (Including Domestic Abuse)**

- All members of staff will be aware that abuse, neglect and safeguarding issues are rarely standalone events that can be given a specific label and, as such, multiple issues often overlap one another.
- All members of staff will also be aware of peer-on-peer abuse, most likely to include actions such as bullying, gender based violence, sexual assaults and sexting.
- All staff will be aware of the actions involving peer-on-peer abuse, and the necessary procedures to follow to prevent such abuse, as outlined in the school's **Anti-Bullying Policy**.
- All staff will be aware of the behaviours linked to drug taking, alcohol abuse, truancy and sexting, and will understand that these put pupils in danger.
- All staff, especially the DSL and their deputies, will be aware that pupils can at risk of abuse or exploitation in situations outside their families (extra-familial harms).

### **Abuse:**

All staff in school should be aware of the definitions and signs and symptoms of abuse. There are four categories of abuse:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

***The most up to date definitions and possible indicators and signs of abuse are found in the Appendices of this policy.*** Staff should also refer to Part I and Annex A within ‘Keeping children safe in education’

Members of staff are made aware that that child welfare concerns may arise in many different contexts, and can vary greatly in terms of their nature and seriousness. Children may be abused in a family or in an institutional or community setting, by those known to them or by a stranger. They may be abused by an adult or adults, or another child or children. Children may be abused via the internet by their peers, family members or by unknown and in some cases unidentifiable individuals. In the case of honour based violence, including forced marriage and female genital mutilation, children may be taken out of the country to be abused. An abused child will often experience more than one type of abuse, as well as other difficulties in their lives.

Abuse and neglect can happen over a period of time, but can also be a one-off event. Child abuse and neglect can have major long-term impacts on all aspects of a child's health, development and well-being.

The warning signs and symptoms of child abuse and neglect can vary from child to child. Children also develop and mature at different rates so what appears to be worrying for a younger child might be normal behaviour for an older child. Parental behaviours may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions which are concerning and other parental behaviours. This could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health. By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn't automatically mean a child is being abused.

## **Domestic Abuse**

For the purposes of this policy, and in line with the Domestic Abuse Act 2021, “**domestic abuse**” is defined as abusive behaviour of a person towards another person (including conduct directed at someone else, e.g. the person's child) where both are aged 16 or over and are personally connected. “**Abusive behaviour**” includes physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic abuse, psychological or emotional abuse, or another form of abuse. “**Personally connected**” includes people who:

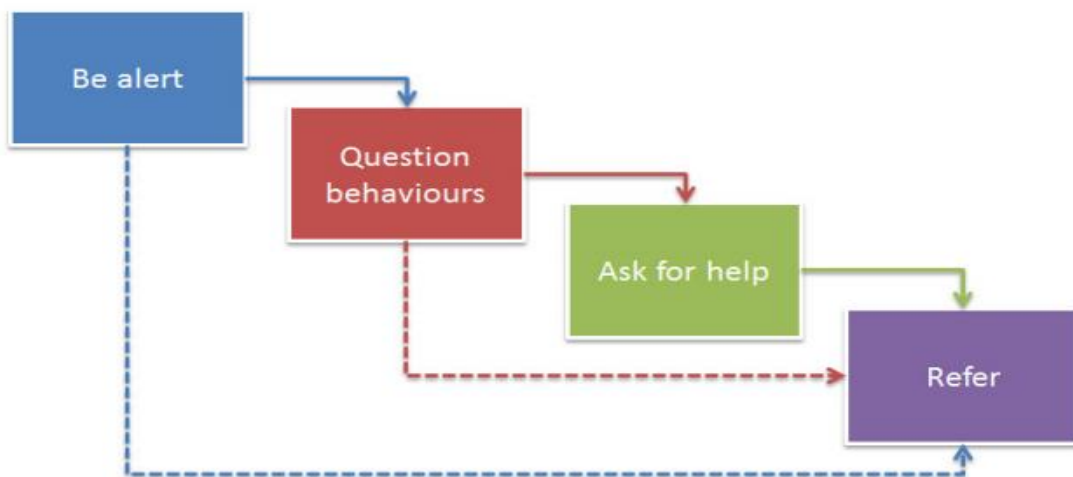
- Are, have been, or have agreed to be married to each other.
- Are, have been, or have agreed to be in a civil partnership with each other.
- Are, or have been, in an intimate personal relationship with each other.
- Each have, or had, a parental relationship towards the same child.
- Are relatives.

The school will recognise the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of domestic abuse. All staff will be aware of the signs of domestic abuse and follow the appropriate safeguarding procedures where concerns arise.

## **11. School Procedures**

- If a member of staff has any concern about a child's welfare, they will act on them immediately by speaking to the DSL or a deputy.
- Holly Park adheres to the Barnet Local Safeguarding Children Procedures.

- 'What to do if you are worried about a child being abused' (DfE 2015) p.12 identifies that there are four key steps for professionals to follow to help identify and respond appropriately to possible abuse and/or neglect.
- All members of staff are expected to be aware of and follow this approach:



- It may not always be appropriate to go through all four stages sequentially and if a child is in immediate danger or is at risk of harm, a referral should be made immediately to children's social care and/or the police.
- **The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise and refer.**
- It is the responsibility of the DSL to receive and collate information regarding individual children, to make immediate and on-going assessments of potential risk and to decide actions necessary (with parents / carers in most cases). This includes the need to make referrals to partner agencies and services.
  - To help with this decision she may choose to consult with the MASH team
- All members of staff are made aware of the early help process, and understand their role within it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.
- If early help is assessed to be appropriate then the DSL will support staff members involved with the family in liaising with other agencies and submitting an Early Help Notification Form. The DSL will keep all early help cases under constant review and will give consideration to making a referral to MASH if the situation doesn't appear to be improving for the child.
- New referrals to services will be made using the agreed Barnet County Council process i.e. the Early Help Notification form or inter-agency referral form for referrals to MASH. These will be made with reference to the Barnet Interagency Threshold Criteria for Children in Need. In situations where there are felt to be urgent or grave concerns, a telephone referral will be made prior to the form being completed and sent to the County Duty Social Work Team. Concerns for children who are already known to services will be passed to the allocated worker / Team.
- All members of staff are aware of the process for making referrals to MASH for statutory assessments under the Children Act 1989 that may follow a referral, along with the role they might be expected to play in such assessments.
- **In all but the most exceptional circumstances, parents /carers will be made aware of the concerns felt for a child or young person at the earliest possible stage. In the event of a referral to MASH being necessary, parents/carers will be informed and consent to this will be sought unless there is a valid reason not to do so.**

- In the absence of the availability of the DSL to discuss an immediate and urgent concern, staff can seek advice from the MASH Team. If anyone other than the DSL makes a referral to external services, then they will inform the DSL as soon as possible.
- On occasion, staff may pass information about a child to the DSL, but remain anxious about action subsequently taken. Staff should feel able to clarify with the DSL further progress, so that they can reassure themselves the child is safe and their welfare is being considered.
- If following this process, the staff member remains concerned that appropriate action is not being taken then the member of staff should seek further direct consultation from a member of the MASH team who will be able to discuss the concern and provide further advice on appropriate action to be taken.
- If after a referral a child's situation does not appear to be improving then the DSL (or the person that made the referral) will **press for reconsideration** to ensure that the schools concerns have been addressed and, most importantly, that the child's situation improves. Professional disagreements (escalation/Resolution) will happen if necessary. The school will continue to support a child after a referral has been made if appropriate.

The school has a policy of – *if in doubt pass on the information to the Barnet MASH team and get advice*

The school undertakes an annual Safeguarding Audit to ensure that procedures are up to date. Ongoing attention will be paid to the attendance and development of any child about whom the school has any concern. The school will maintain a Pastoral Team to meet regularly to oversee these children and allocate a key worker who will hold information and be a point of reference for staff.

## **12. STAFF TRAINING**

Staff members will undergo safeguarding and child protection training at induction, which will be updated on a [termly](#) basis and/or whenever there is a change in legislation.

The induction training will cover:

- The Child Protection and Safeguarding Policy.
- The Peer-on-Peer Abuse Policy and procedures.
- The Staff Code of Conduct.
- Part one of 'Keeping children safe in education' (KCSIE) (or Annex A, if appropriate).
- The Behaviour Policy.
- The Children Missing Education Policy, including the safeguarding response to children who go missing from education.
- Appropriate child protection and safeguarding training, including online safety training.
- Information about the role and identity of the DSL and deputy DSL(s).

All staff members will also receive regular safeguarding and child protection updates as required, but at least annually. Training will cover, at a minimum:

- The issues surrounding sexual violence and sexual harassment.
- Contextual safeguarding.
- How to keep LAC and PLAC safe.
- CCE and the need to refer cases to the National Referral Mechanism.
- Updated online safety training.

Staff will receive opportunities to contribute towards and inform the safeguarding arrangements in the school.

The DSL and deputy DSL(s) will undergo child protection and safeguarding training, and update this training at least every two years. The DSL and deputy DSL(s) will also obtain access to resources and attend any relevant or refresher training courses, ensuring they keep up-to-date with any developments relevant to their role. This will include training to understand:

- The assessment process for providing early help and statutory intervention, including local criteria for action and CSCS referral arrangements.
- How LAs conduct child protection case conferences and a child protection review conferences, to enable the DSL to attend and contribute to these effectively when required.
- The importance of providing information and support to CSCS.
- The lasting impact that adversity and trauma can have.
- How to be alert to the specific needs of children in need, pupils with SEND and/or relevant health conditions, and young carers.
- The importance of internal and external information sharing.
- The Prevent duty.
- The risks associated with online safety, including the additional risks faced online by pupils with SEND.

All Deputy DSLs will also undergo the same training as the DSL and, therefore, will be trained to the same standard, though ultimately, the DSL will lead safeguarding practices at the school.

The DSL will also undergo regular Prevent awareness training which will enable them to understand and support the school with regards to the Prevent duty, and equip them with the knowledge needed to advise staff.

The DSL and their deputy(s) will undergo online safety training to help them recognise the additional risks that pupils with SEND face online, for example, from online bullying, grooming and radicalisation, to ensure they have the capability to support pupils with SEND to stay safe online

Online training in Prevent and Online Safety will also be conducted for ALL staff members as Part of the overall safeguarding approach.

Training courses are kept up to date. The HT keeps a spreadsheet register of courses and dates. The DSL keeps certificates of training. The DSL and Head Teacher will provide an annual report to the Governing Body detailing safeguarding training undertaken by all staff.

Although the school has a nominated lead for the safeguarding governor, all members of the governing body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

### **13. CONFIDENTIALITY AND INFORMATION SHARING**

Holly Park recognises that all matters relating to child protection are confidential. The Headteacher or DSL will only disclose information about a pupil to other members of staff on a need to know basis.

All members of staff must be aware that whilst they have duties to keep any information about children, families and colleagues which have access to as a result of their role confidential, they also have a professional responsibility to share information with other agencies in order to

safeguard children. All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

DfE Guidance on Information Sharing (March 2015) provides further detail.

If the school is made aware of any safeguarding concerns which they feel need to be shared with the wider community (including other local schools) then advice will be sought from the Education Safeguarding team to ensure that the integrity of any subsequent investigations are maintained and that all members of the community are safeguarded.

#### **14. Record keeping**

A Single Central Record of staff will be kept.

A record of all looked after children, children involved within the CAF framework and children in respect of who there may be safeguarding concerns will be kept securely and updated as appropriate.

- Staff will record any welfare concern that they have about a child on the school's safeguarding incident/concern form (with a body map where injuries have been observed) and pass them without delay to the DSL. Records will be completed as soon as possible after the incident/event, using the child's words and will be signed and dated.
- All safeguarding concerns, discussions and decisions made and the reasons for those decisions will be recorded in writing. If members of staff are in any doubt about recording requirements staff then they will discuss their concerns with DSL.
- Incident/concern forms are kept on the school hard drive, in the Arboretum, in the staff room, in the office area and are e-mailed to staff too.
- Safeguarding records are kept for individual children and separate from all other records relating to the child in school. They are retained centrally and securely by the DSL and are shared with staff on a 'need to know' basis only.
- For children with more than one alert form, Chronologies are developed to show actions that have taken place
- The Headteacher will be kept informed of any significant issues by the DSL.
- All safeguarding records will be forwarded in accordance with data protection legislation to a child's subsequent school/setting, under confidential and separate cover to the new DSL or Headteacher and a receipt of delivery will be obtained.

#### **15. Safer Recruitment**

The school's full policy and procedures for safer recruitment are outlined in the Safer Recruitment Policy.

An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- Are responsible on a daily basis for the care or supervision of children.
- Regularly work in the school at times when children are on the premises.
- Regularly come into contact with children under 18 years of age.

The DfE's [DBS Workforce Guides](#) will be consulted when determining whether a position fits the child workforce criteria.

The governing body will conduct the appropriate pre-employment checks for all prospective employees, including internal candidates and candidates who have lived or worked outside the UK.

The appropriate DBS and suitability checks will be carried out for all governors, volunteers, and

contractors.

### **Staff suitability**

All centres providing care for pupils under the age of eight must ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018. A person may be disqualified if they:

- Have certain orders or other restrictions placed upon them.
- Have committed certain offences.

All staff members are required to sign the [declaration form](#) provided in the appendices of this policy confirming that they are not disqualified from working in a schooling environment. A disqualified person will not be permitted to continue working at the school, unless they apply for and are granted a waiver from Ofsted. The school will provide support with this process

### **Ongoing suitability**

Following appointment, consideration will be given to staff and volunteers' ongoing suitability – to prevent the opportunity for harm to children or placing children at risk.

### **Referral to the DBS**

The school will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. The duty will also apply in circumstances where an individual is deployed to another area of work that is not in regulated activity or they are suspended.

## **16. Volunteers**

No volunteer will be left unsupervised or allowed to work in regulated activity until the necessary checks have been obtained. A supervised volunteer who regularly teaches or looks after children is not in regulated activity.

An enhanced DBS certificate with barred list check will be obtained for all new volunteers in regulated activity that will regularly teach or look after children on an unsupervised basis or provide personal care on a one-off basis.

An enhanced DBS certificate will be obtained for new volunteers not in regulated activity. The school will consider obtaining an enhanced DBS certificate with barred list check for existing volunteers that provide pastoral care.

Unless there is cause for concern, the school will not request a DBS certificate with barred list check for other unsupervised volunteers that are continuing with their current studies, as the volunteer should already have been checked.

- 1.2. A risk assessment will be undertaken for volunteers not engaged in regulated activity when deciding whether to seek an enhanced DBS check. If risk assessments are conducted to assess whether a volunteer should be subject to a DBS check, the risk assessment will be recorded.

The school will ensure that policies and procedures are in place to protect pupils from harm during work experience placements.

The school will ensure that any contractor or employee of the contractor working on the premises has been subject to the appropriate level of DBS check. Contractors without a DBS check will be supervised if they will have contact with children. The identity of the contractor will be checked upon their arrival at the school.

DBS certificates will be securely destroyed as soon as practicable, but not retained for longer than six months from receipt, as outlined in The Data Protection Act 1998.

A copy of the other documents used to verify the successful candidate's identity, right to work and required qualifications will be kept for the personnel file.

### **17. Single central record (SCR)**

The school keeps an SCR which records all staff, including agency and third-party supply staff, and teacher trainees on salaried routes, who work at the school.

The following information is recorded on the SCR:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- A check of professional qualifications, where required
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK

For agency and third-party supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received which indicates that all the necessary checks have been conducted and the date that confirmation was received. If any checks have been conducted for volunteers, this will also be recorded on the SCR. If risk assessments are conducted to assess whether a volunteer should be subject to an enhanced DBS check, the risk assessment will be recorded.

Written confirmation that supply agencies have completed all relevant checks will also be included.

The school is free to record any other information it deems relevant.

The details of an individual will be removed from the SCR once they no longer work at the School – it will be archived.

### **18. Safer Working Practice and Allegations against school staff/volunteers/Supply Teachers**

All members of staff are required to work within clear guidelines on Safe Working Practice / the school's Code of Conduct.

All allegations against staff, supply staff, volunteers and contractors will be managed in line with this Policy

The school will ensure all allegations against staff, including those who are not employees of the school, are dealt with appropriately and that the school liaises with the relevant parties.

When managing allegations against staff, the school will recognise the distinction between allegations that meet the harms threshold and allegations that do not, also known as "low-level concerns. Allegations that meet the harms threshold include instances where staff have:

- Behaved in a way that has harmed a child, or may have harmed a child.
- Committed or possibly committed a criminal offence against or related to a child.
- Behaved towards a child in a way that indicates they may pose a risk of harm to children.
- Behaved, or may have behaved, in a way that indicates they may not be suitable to work with children.

Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should familiarise themselves with advice and professional expectations outlined in Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings, the school's Online Safety Policy and Acceptable Use Policy.

If an allegation of abuse is made against a member of staff/volunteer, the person receiving the allegation must take it seriously and immediately inform the Headteacher.

If any member of staff/volunteer has reason to believe that another member of staff/volunteer may have abused a child at the school, or elsewhere, they must immediately inform the Headteacher. They should also make a record of the concerns including noting anyone else who witnessed the incident/alleged incident. The Headteacher will decide if the matter needs to be referred to the Local Authority (LADO) or whether there needs to be an internal investigation.

If the concerns are about the Headteacher, the Local Authority (LADO) and Chair of Governors must be contacted straight away.

Where the allegation concerns a member of staff no longer working at the school then the Headteacher will refer the matter directly to the police.

Where there is an allegation about a supply teacher the KCSIE guidance says, 'Whilst schools and colleges are not the employer of supply teachers, they should ensure allegations are dealt with properly. 'In no circumstances should a school decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the local authority designated officer (LADO) to determine a suitable outcome' 'The school will usually take the lead [in any investigation] because agencies do not have direct access to children or other school staff, so they will not be able to collect the facts when an allegation is made, nor do they have all the relevant information required by the LADO as part of the referral process.' When using an agency to access supply staff, the school will liaise with the agency's human resources manager/provider where necessary.

The purpose of an initial discussion is for the LADO and the case manager to consider the nature, content and context of the allegation and agree a course of action. They will identify together whether it is necessary to inform the police, and what action should be taken in respect of the accused person. An individual will only be suspended if there is no reasonable alternative.

Substantiated allegations will be recorded on file and included in references

Malicious allegations will not be recorded on file and not recorded in references

False allegations will be recorded on file and not included in references

Unsubstantiated allegations will be recorded on file but not recorded in references

Where an allegation is substantiated and the individual is dismissed or resigns, the school will consider referring the matter to the Teaching Regulation Agency (TRA) for consideration for a prohibition order.

If a case manager is concerned about the welfare of other children in the community following a staff member's suspension, they may report this concern to CSCS.

## **19. Disqualification By Association**

New statutory guidance came into effect on 31<sup>st</sup> August 2018 which replaces the version of Disqualification under the Childcare Act 2006. The new guidance removes disqualification by association for individuals working in childcare in non-domestic settings.

**Therefore, under the new regulations, schools are no longer required to establish whether a member of staff providing or employed to work in childcare is disqualified by association.**

Going forward we will: -

- Amend our recruitment policies and forms to remove the requirement for new employees to disclose whether members of their household hold relevant convictions or cautions;
- Ensure that any requirement for existing employees to provide conviction and caution information in relation to members of their household is discontinued;
- Continue to seek information, from new and existing staff in relation to their own convictions or cautions;
- Ensure that the SCR is updated to reflect the changes.

## **20. Extremism & Radicalisation (Prevent Duty and Counter Extremism Strategy)**

For the purposes of this policy, “**extremism**” refers to the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and the mutual respect and tolerance of different faiths and beliefs. Extremism also includes calling for the death of members of the armed forces.

For the purposes of this policy, “**radicalisation**” refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

For the purposes of this policy, “**terrorism**” refers to an action that endangers or causes serious violence to a person or people, serious damage to property, or seriously interferes with or disrupts an electronic system. The use or threat of these actions must be designed to influence the government or intimidate the public, and be made for the purpose of advancing a political, religious or ideological cause.

Protecting pupils from the risk of radicalisation is part of the school’s wider safeguarding duties. The school will actively assess the risk of pupils being radicalised and drawn into extremism and/or terrorism. Staff will be alert to changes in pupils’ behaviour which could indicate that they may need help or protection. Staff will use their professional judgement to identify pupils who may be at risk of radicalisation and act appropriately, which may include contacting the DSL or making a Prevent referral. The school will work with local safeguarding arrangements as appropriate.

The school will ensure that they engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms. Any concerns over radicalisation will be discussed with the pupil’s parents, unless the school has reason to believe that the child would be placed at risk as a result.

The DSL will undertake Prevent awareness training to be able to provide advice and support to

other staff on how to protect pupils against the risk of radicalisation. The DSL will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

### **The Prevent duty**

Under section 26 of the Counter-Terrorism and Security Act 2015, all schools are subject to a duty to have “due regard to the need to prevent people from being drawn into terrorism”, known as “**the Prevent duty**”. The Prevent duty will form part of the school’s wider safeguarding obligations.

The school’s procedures for carrying out the Prevent duty, including how it will engage and implement the Channel programme, are outline in the Prevent Duty Policy.

**ICT policies:** All schools have a duty to ensure that children are safe from terrorist and extremist material when accessing the internet in schools. At Holly Park we have suitable filters in place. More generally we have an important role to play in equipping children to stay safe on line. Internet safety is integral to our ICT curriculum. Our staff are aware of the risks posed by online activity of extremists and have a duty to take action if they believe the well being of any pupil is being compromised. (see online safety policy)

### **Risk indicators**

#### **Indicators of an identity crisis:**

- Distancing themselves from their cultural/religious heritage
- Uncomfortable with their place in society

#### **Indicators of a personal crisis:**

- Family tensions
- A sense of isolation
- Low self-esteem
- Disassociation from existing friendship groups
- Searching for answers to questions about identify, faith and belonging

#### **Indicators of vulnerability through personal circumstances:**

- Migration
- Local community tensions
- Events affecting their country or region of origin
- Alienation from UK values
- A sense of grievance triggered by personal experience of racism or discrimination

#### **Indicators of vulnerability through unmet aspirations:**

- Perceptions of injustice
- Feelings of failure
- Rejection of civic life

#### **Indicators of vulnerability through criminality:**

- Experiences of dealing with the police
- Involvement with criminal groups

### **Making a judgement**

When making a judgement, staff will ask themselves the following questions:

- Does the pupil have access to extremist influences?
- Does the pupil access the internet for the purposes of extremist activities (e.g. using closed network groups, accessing or distributing extremist material, contacting covertly using Skype)?
- Is there a reason to believe that the pupil has been, or is likely to be, involved with extremist organisations?
- Is the pupil known to have possessed, or be actively seeking, extremist literature/other media likely to incite racial or religious hatred?
- Does the pupil sympathise with or support illegal/illicit groups?
- Does the pupil support groups with links to extremist activity?
- Has the pupil encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the pupil?
- Have international events in areas of conflict and civil unrest had a noticeable impact on the pupil?
- Has there been a significant shift in the pupil's outward appearance that suggests a new social, political or religious influence?
- Has the pupil come into conflict with family over religious beliefs, lifestyle or dress choices?
- Does the pupil vocally support terrorist attacks; either verbally or in their written work?
- Has the pupil witnessed or been the victim of racial or religious hate crime?
- Is there a pattern of regular or extended travel within the UK?
- Has the pupil travelled for extended periods of time to international locations?
- Has the pupil employed any methods to disguise their identity?
- Does the pupil have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the pupil display a lack of affinity or understanding for others?
- Is the pupil the victim of social isolation?
- Does the pupil demonstrate a simplistic or flawed understanding of religion or politics?
- Is the pupil a foreign national or refugee, or awaiting a decision on their/their family's immigration status?
- Does the pupil have insecure, conflicted or absent family relationships?
- Has the pupil experienced any trauma in their lives, particularly trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other person in the pupil's life has extremist views or sympathies?

### **Extremist speakers**

The **Lettings Policy** prevents speakers who may promote extremist views from using the school premises.

We will ensure that our school premises will not be a platform for extremists. Speakers to the school will need prior approval from the Headteacher and they will be subject to the appropriate safeguarding checks. Use of school premises for lettings will be monitored and any behaviours found not to be in keeping with safeguarding policy will result in a termination of the letting contract and possible contact with the police and local authority.

Although incidents involving radicalisation have not occurred at Holly Park School to date, it is important for us to be constantly vigilant and remain fully informed about the issues which affect the local area, city and society in which we teach. Staff are reminded to suspend any 'professional disbelief' that instances of radicalisation 'could not happen here' and to be 'professionally inquisitive' where concerns arise, referring any concerns through the appropriate channels. We are required to develop the confidence to challenge and intervene and to identify

any early indicators in pupils.

In all cases professional judgements have to be used proportionately and in a balanced way.

In Implementing the Prevent Duty at Holly Park we:

Acknowledge controversial issues and train staff accordingly and keep discussions on going

Consider this as part of our safeguarding procedures

Aim to build resilience and critical thinking skills into our curriculum

Help children to see multiple perspectives about situations

Uphold and promote British Values

Keep up to date with online safety

Promote monthly our Holly Park School Values

Uphold the UN Rights of the child and being a Rights Respecting School

Share ideas with our school partnership

Keep abreast of local knowledge through Barnet LA

Are developing links with the wider community with global citizenship

Recognise the importance of safer recruitment and whistleblowing in terms of extremism and radicalization.

Our curriculum is “broad and balanced”. It promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others. Our PSHE provision is embedded across the curriculum. It directs our assemblies and underpins the ethos of the school. We strive to equip our pupils with confidence, self-belief, respect and tolerance as well as setting high standards and expectations for themselves. Children are regularly taught about how to stay safe when using the internet and are encouraged to recognise that people are not always who they say they are online. They are taught to seek adult help if they are upset or concerned about anything they read or see on the internet. There are clear rules for using computers in school. We use appropriate filtering.

We actively promote, teach and plan for our Holly Park learning skills and the Enabling Enterprise skills so that the children engage with them. We are particularly keen that in terms of reducing a child’s vulnerability to extremism and radicalization that they are enquirers, reflective, committed and are team workers. Children need to be resilient. Along with this we are a Rights Respecting School, a ‘Values’ based school and a school with global links. The Values are communicated to our whole school community.

We aim to facilitate understanding of controversial issues within the context of learning about the values on which our society is founded and our systems of democratic government.

### **Building children’s resilience**

Holly Park will:

- Provide a safe environment for debating controversial issues.
- Promote fundamental British values, alongside pupils’ spiritual, moral, social and cultural development.
- Allow pupils time to explore sensitive and controversial issues.
- Provide pupils with the knowledge and skills to understand and manage potentially difficult situations, recognise risk, make safe choices and recognise where pressure from others threatens their personal safety and wellbeing.
- Equip pupils to explore political and social issues critically, weigh evidence, debate, and make reasoned arguments.
- Teach pupils about how democracy, government and law making/enforcement occurs.

- Teach pupils about mutual respect and understanding for the diverse national, regional, religious and ethnic identities of the UK

### **Early Years and Prevent Duty:**

The Counter Terrorism Act places a duty on Early years providers 'to have due regard to the need to prevent people from being drawn into terrorism.'

### **Making Decisions Together (Democracy)**

As part of our focus on self confidence and self awareness in PSED we encourage children to - see their role in the bigger picture, to know that their views count, value each other's views, talk about their feelings. Children practice democracy by showing their views with a simple show of hands. We encourage turn taking, sharing and collaboration. Questions are valued.

### **Understand rules matter (Rule of Law)**

As part of managing feelings and behavior we help children to understand behavior and its consequences and to distinguish right from wrong. Children have to learn that rules apply to everyone.

### **Freedom for all (Individual Liberty)**

As part of self confidence and awareness of people and communities, we help our children to develop a positive sense of themselves. We support children to take risks and talk about their learning experiences. We encourage a range of experiences that explore feelings, reflection on differences and responsibility.

### **Treat others as you wish to be treated (Mutual respect and tolerance)**

As part of understanding the world, managing feelings and behavior, people and communities, we try to create an ethos of inclusivity and tolerance of other faiths and cultures. We help children to understand similarities and differences between themselves and others – among families, faiths, cultures and traditions, festivals and celebrations. We encourage children to respect each other. We challenge stereotypes.

Holly Park will utilise the following resources:

- The Barnet Safeguarding Partnership
- Local police (contacted via 101 for non-emergencies)
- The DfE's dedicated helpline (020 7340 7264)
- The Channel awareness programme
- The Educate Against Hate website

## **21. Children Potentially At Greater Risk**

The school recognises that some groups of pupils can face additional safeguarding challenges, and understands that further barriers may exist when determining abuse and neglect in these groups of pupils. Additional considerations for managing safeguarding concerns and incidents amongst these groups are outline below.

### **Pupils who need social workers**

Pupils may need social workers due to safeguarding or welfare needs. These needs can leave pupils vulnerable to further harm and educational disadvantage.

As a matter of routine, the DSL will hold and use information from the LA about whether a pupil has a social worker in order to make decisions in the best interests of the pupil's safety, welfare, and educational outcomes.

Where a pupil needs a social worker, this will inform decisions about safeguarding, e.g. responding to unauthorised absence, and promoting welfare, e.g. considering the provision of pastoral or academic support.

### **Home-educated children**

Parents may choose elective home education (EHE) for their children. In some cases, EHE can mean that children are less visible to the services needed to safeguard and support them. In line with the Education (Pupil Registration) (England) Regulations 2006, the school will inform the LA of all deletions from the admissions register when a pupil is taken off roll.

Where a parent has expressed their intention to remove a pupil from school for EHE, the school, in collaboration with the LA and other key professionals, will coordinate a meeting with the parent, where possible, before the final decision has been made, particularly if the pupil has SEND, is vulnerable, and/or has a social worker.

### **LAC and PLAC**

Children most commonly become looked after because of abuse and/or neglect. Because of this they can be at potentially greater risk in relation to safeguarding. PLAC, also known as care leavers, can also remain vulnerable after leaving care.

The governing board will ensure that staff have the skills, knowledge and understanding to keep LAC and PLAC safe. This includes ensuring that the appropriate staff have the information they need, such as:

- Looked after legal status, i.e. whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order.
- Contact arrangements with parents or those with parental responsibility.
- Care arrangements and the levels of authority delegated to the carer by the authority looking after the pupil.

The DSL will be provided with the necessary details of pupils' social workers and the VSH, and, for PLAC, personal advisers.

Further details of safeguarding procedures for LAC and PLAC are outlined in the school's LAC Policy.

### **Pupils with SEND**

When managing safeguarding in relation to pupils with SEND, staff will be aware of the following:

- Certain indicators of abuse, such as behaviour, mood and injury, may relate to the pupil's disability without further exploration; however, it should never be assumed that a pupil's indicators relate only to their disability
- Pupils with SEND can be disproportionately impacted by issues such as bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers

When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration. When managing a safeguarding issue relating to a pupil with SEND, the DSL will liaise with the school's SENCO, as well as the pupil's parents where appropriate, to ensure that the pupil's needs are met effectively.

## **22. Child Missing from Education**

Holly Park recognises that all children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Holly Park is aware that a child going missing from education is a potential

indicator of abuse or neglect, as such, these children are increasingly at risk of being victims of harm, exploitation or radicalisation.

Holly Park follows the Barnet guidance for responding to unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

Holly Park will inform the LA (Education Welfare Team 020 8359 7684) of any pupil who fails to attend regularly, or has been absent without the school's permission for a continuous period of 10 school days or more.

### **Admissions register**

Pupils are placed on the admissions register at the beginning of the first day that is agreed by the school, or when the school has been notified that the pupil will first be attending.

The school will notify the EWO within one working day of when a pupil's name is added to the admissions register.

The school will ensure that the admissions register is kept up-to-date and accurate at all times, and will inform parents/carers when any changes occur.

Staff will monitor pupils who do not attend the school on the agreed date, and will notify the EWO at the earliest opportunity.

If a parent/carer notifies the school that their child will live at a different address, the school will record the following information on the admissions register:

- The full name of the parent/carer with whom the pupil will live
- The new address
- The date from when the pupil will live at this address

If a parent/carer notifies the school that their child will be attending a different school, or is already registered a different school, the following information will be recorded on the admissions register:

- The name of the new school
- The date on which the pupil first attended, or is due to attend, that school

Where a pupil moves to a new school, the school will securely transfer the pupils' data.

In order to ensure accurate data is collected to allow effective safeguarding, the school will inform EWO of any pupil who is going to be deleted from the admission register, in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended), where they:

- Have been taken out of the school by their parents/carers, and are being educated outside the national education system, e.g. home education.
- Have ceased to attend the school, and no longer live within a reasonable distance of the premises.
- Have been certified by the school's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and neither he/she nor his/her parent/carer has indicated the intention to continue to attend the school after ceasing to be of compulsory school age.
- Have been in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period.

- Have been permanently excluded.

The school will also remove a pupil from the admissions register where the school and LA has been unable to establish the pupil's whereabouts after making reasonable enquiries into their attendance.

If a pupil is to be removed from the admissions register, the school will provide EWO with the following information:

- The full name of the pupil
- The full name and address of any parent/carer with whom the pupil lives
- At least one telephone number of the parent/carer with whom the pupil lives
- The full name and address of the parent/carer with whom the pupil is going to live, and the date that the pupil will start living there, if applicable
- The name of the pupil's new school and the pupil's expected start date there, if applicable
- The grounds for removal from the admissions register under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 (as amended)

The school will work with the LA to establish methods of making returns for pupils back into the school. The school will highlight to the LA where they have been unable to obtain necessary information from parents/carers, e.g. where an address is unknown. The school will also highlight any other necessary, contextual information, including safeguarding concerns.

Further information can be found in 'Child missing in Education: statutory guidance for local authorities – September 2016.'

1.3. Two emergency contact details will be held for each pupil where possible.

### **23. Child Sexual Exploitation**

For the purposes of this policy, "**child sexual exploitation**" is defined as a form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity, for any of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage, increased status or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence

The school will recognise that CSE can occur over time or be a one-off occurrence, and may happen without the pupil's immediate knowledge, e.g. through others sharing videos or images of them on social media. The school will recognise that CSE can affect any pupil who has been coerced into engaging in sexual activities, even if the activity appears consensual; this includes pupils aged 16 and above who can legally consent to sexual activity. The school will also recognise that pupils may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

School staff will be aware of the key indicators that a pupil is the victim of CSE, including:

- Appearing with unexplained gifts, money or new possessions.
- Associating with other children involved in exploitation.
- Suffering from changes in emotional wellbeing.
- Misusing drugs or alcohol.
- Going missing for periods of time or regularly coming home late.

- Regularly missing school or education or not taking part.
- Having older boyfriends or girlfriends.
- Suffering from sexually transmitted infections.
- Displaying sexual behaviours beyond expected sexual development.
- Becoming pregnant.

All concerns related to CSE will be managed in line with the school's Child Sexual Exploitation (CSE) Policy.

Where CSE, or the risk of it, is suspected, staff will discuss the case with the DSL. If after discussion a concern remains, local safeguarding procedures will be triggered, including referral to the LA. The LA and all other necessary authorities will then handle the matter to conclusion. The school will cooperate as needed.

#### **24. Child Criminal Exploitation**

For the purposes of this policy, “**child criminal exploitation**” is defined as a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity, for any of the following reasons:

- In exchange for something the victim needs or wants
- For the financial advantage or other advantage of the perpetrator or facilitator
- Through violence or the threat of violence

Specific forms of CCE can include:

- Being forced or manipulated into transporting drugs or money through county lines.
- Working in cannabis factories.
- Shoplifting or pickpocketing.
- Committing vehicle crime.
- Committing, or threatening to commit, serious violence to others.

The school will recognise that pupils involved in CCE are victims themselves, regardless of whether they have committed crimes, and even if the criminal activity appears consensual. The school will also recognise that pupils of any gender are at risk of CCE.

School staff will be aware of the indicators that a pupil is the victim of CCE, including:

- Appearing with unexplained gifts, money or new possessions.
- Associating with other children involved in exploitation.
- Suffering from changes in emotional wellbeing.
- Misusing drugs or alcohol.
- Going missing for periods of time or regularly coming home late.
- Regularly missing school or education or not taking part.

#### **County lines**

For the purposes of this policy, “**county lines**” refers to gangs and organised criminal networks exploiting children to move, store or sell drugs and money into one or more areas, locally and/or across the UK.

As well as the general indicators for CCE, school staff will be aware of the specific indicators that a pupil may be involved in county lines, including:

- Going missing and subsequently being found in areas away from their home.
- Having been the victim or perpetrator of serious violence, e.g. knife crime.
- Receiving requests for drugs via a phone line.
- Moving drugs.
- Handing over and collecting money for drugs.

- Being exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection.
- Being found in accommodation they have no connection with or a hotel room where there is drug activity.
- Owing a ‘debt bond’ to their exploiters.
- Having their bank account used to facilitate drug dealing.

Staff will be made aware of pupils with missing episodes who may have been trafficked for the purpose of transporting drugs. Staff members who suspect a pupil may be vulnerable to, or involved in, county lines activity will immediately report all concerns to the DSL.

The DSL will consider referral to the National Referral Mechanism on a case-by-case basis and consider involving local services and providers who offer support to victims of county lines exploitation.

## **25. Honour Based Abuse**

Members of staff at Holly Park are aware that ‘Honour-based’ abuse (HBA) encompasses a range of crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

The indicators of HBA and associated factors will be covered with staff within the school safeguarding training. All members of staff are alert to the possibility of a child being at risk of HBA, or already having suffered HBA. All members of staff are aware that all forms of HBA are abuse (regardless of the motivation) and will be handled and escalated as such. Staff will speak with DSL if they are concerned about HBA.

All members of staff will follow the school and LSCB procedures, using existing national and local protocols for multi-agency liaison with police and children’s social care.

Honour Based Abuse (HBA) is a term used to describe violence committed within the context of the extended family which are motivated by a perceived need to restore standing within the community, which is presumed to have been lost through the behaviour of the victim. Most victims of HBVA are women or girls, although men may also be at risk. Women and girls may lose honour through expressions of autonomy, particularly if this autonomy occurs within the area of sexuality.

Common triggers for HBA include:

- Refusing an arranged marriage
- Having a relationship outside the approved group
- Loss of virginity
- Pregnancy
- Spending time without the supervision of a family member
- Reporting domestic violence
- Attempting to divorce
- Pushing for custody of children after divorce
- Refusing to divorce when ordered to do so by family members

However, some families may resolve to abuse or kill a member on what would appear to be very trivial grounds. It is important to take fears of HBA seriously, even when it seems unlikely. Victims of HBA are more likely to underestimate the risks to their safety than overstate them

and even the 'offence' seems trivial to you, this does not mean it is trivial to his or her family.

## **26. Forced Marriage**

For the purposes of this policy, a **“forced marriage”** is defined as a marriage that is entered into without the full and free consent of one or both parties, and where violence, threats or any other form of coercion is used to cause a person to enter into the marriage. Threats can be physical, emotional, or psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent, e.g. due to some forms of SEND. Forced marriage is a crime in the UK and a form of HBA.

All staff will be alert to the indicators that a pupil is at risk of, or has undergone, forced marriage, including, but not limited to, the pupil:

- Becoming anxious, depressed and emotionally withdrawn with low self-esteem.
- Showing signs of mental health disorders and behaviours such as self-harm or anorexia.
- Displaying a sudden decline in their educational performance, aspirations or motivation.
- Regularly being absent from school.
- Displaying a decline in punctuality.
- An obvious family history of older siblings leaving education early and marrying early.

Staff who have any concerns regarding a pupil who may have undergone, is currently undergoing, or is at risk of forced marriage will speak to the DSL and local safeguarding procedures will be followed – this could include referral to CSCS, the police or the Forced Marriage Unit.

## **27. Female Genital Mutilation (FGM)**

For the purposes of this policy, **“FGM”** is defined as all procedures involving the 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.

All staff will be alert to the possibility of a pupil being at risk of FGM, or already having suffered FGM. If staff are worried about someone who is at risk of FGM or who has been a victim of FGM, they are required to share this information with CSCS and/or the police. The school's procedures relating to managing cases of FGM and protecting pupils will reflect multi-agency working arrangements.

As outlined in Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015), teachers are **legally required** to report to the police any discovery, whether through disclosure by the victim or visual evidence, of FGM on a pupil under the age of 18. Teachers failing to report such cases may face disciplinary action. Teachers will not examine pupils, and so it is rare that they will see any visual evidence, but they must personally report to the police where an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also consider and discuss any such case with the DSL and involve CSCS as appropriate. **NB:** This does not apply to any suspected or at-risk cases, nor if the individual is over the age of 18. In such cases, local safeguarding procedures will be followed.

All staff will be aware of the indicators that pupils may be at risk of FGM. While some individual indicators they may not indicate risk, the presence of two or more indicators could signal a risk to the pupil. It is important to note that the pupil may not yet be aware of the practice or that it may be conducted on them, so staff will be sensitive when broaching the subject.

Indicators that a pupil may be at heightened risk of undergoing FGM include:

- The socio-economic position of the family and their level of integration into UK society.
- The pupil coming from a community known to adopt FGM.

- Any girl with a mother or sister who has been subjected to FGM.
- Any girl withdrawn from PSHE.

Indicators that FGM may take place soon include:

- When a female family elder is visiting from a country of origin.
- A girl confiding that she is to have a 'special procedure' or a ceremony to 'become a woman'.
- A girl requesting help from a teacher if she is aware or suspects that she is at immediate risk.
- A girl, or her family member, talking about a long holiday to her country of origin or another country where FGM is prevalent.

All staff will be vigilant to the signs that FGM has already taken place so that help can be offered, enquiries can be made to protect others, and criminal investigations can begin. Indicators that FGM may have already taken place include the pupil:

- Having difficulty walking, sitting or standing.
- Spending longer than normal in the bathroom or toilet.
- Spending long periods of time away from a classroom during the day with bladder or menstrual problems.
- Having prolonged or repeated absences from school, followed by withdrawal or depression.
- Being reluctant to undergo normal medical examinations.
- Asking for help, but not being explicit about the problem due to embarrassment or fear.

FGM is included in the definition of **“‘honour-based’ abuse (HBA)”**, which involves crimes that have been committed to defend the honour of the family and/or community. All forms of HBA are forms of abuse and will be treated and escalated as such. Staff will be alert to the signs of HBA, including concerns that a child is at risk of HBA, or has already suffered from HBA, and will consult with the DSL who will activate local safeguarding procedures if concerns arise.

## **Safeguarding Overview**

### **28. Health and Safety Policy**

The school has a health and safety policy, which is monitored each term by the relevant committee of the school governors. The governors will also carry out an annual audit. The school has two members of staff plus a governor who are responsible for health and safety matters, Simon Reid (Site Manager) and Ann Pelham (Headteacher) and who oversee this comprehensive list. Any concerns from staff are reported to any of the above and the site manager carries out an initial examination, assessing what remedial action needs to take place. Each half term there is a fire drill that practices efficient evacuation from the buildings and lockdown drill that practices remaining inside the building. The school conducts an annual Fire Risk Assessment.

The school has a critical incidents plan and an evacuation plan. This details what staff and parents should do in the case of emergencies.

### **29. First Aid**

There are always members of staff on duty who oversee first aid. We ensure that we meet the statutory requirements for the Early Years Foundation Stage and staff hold current paediatric first aid qualifications. We have a well-resourced medical area. When a child is poorly, or has suffered an accident in school or on the playground there is a protocol for staff to follow:

- A trained first aider is consulted and first aid is administered
- The incident is logged in the accident book
- Incident/Illness – parents are contacted by phone.

- With all head injuries a text message is sent. Children wear a sticker on their uniform to inform staff. In the case of serious head injuries or other serious injuries parents are contacted immediately by telephone and an ambulance called if required.
- If there is any doubt at all a parent is always contacted.

At Holly Park it is the policy for a recognised named first aider/member of staff to administer medicines which are brought into school. Medication should only be in school when absolutely essential. We administer medicine in line with that policy. Parents are, however, welcome to come into school at lunchtime if they wish to administer medicine themselves outside of these arrangements. Parents must complete a request for administration of medicines (available from the office). (See policy)

### **30. Mental Health**

All staff will be made aware that mental health problems can, in some cases, be an indicator that a pupil has suffered, or is at risk of suffering, abuse, neglect or exploitation.

Staff will not attempt to make a diagnosis of mental health problems – the school will ensure this is done by a trained mental health professional. Staff will, however, be encouraged to identify pupils whose behaviour suggests they may be experiencing a mental health problem or may be at risk of developing one. Staff will also be aware of how pupils' experiences can impact on their mental health, behaviour, and education.

Staff who have a mental health concern about a pupil that is also a safeguarding concern will act in line with this policy and speak to the DSL or deputy DSL(s).

The school will access a range of advice to help them identify pupils in need of additional mental health support, including working with external agencies.

### **31. Site Security**

Holly Park provides a secure site, but the site is only as secure as the people who use it.

Therefore all people on the site have to adhere to the rules, which govern it. Laxity can cause potential problems to safeguarding.

All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. We operate within a whole-school community ethos and welcome comments from pupils/students, parents and others about areas that may need improvement as well as what we are doing well.

Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be expected to sign in and out via the office visitors log and to display a visitors badge whilst on school site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.

The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

Holly Park staff wear school lanyards so that they can be easily identified.

A child who has run out of school should be reported immediately to the school office. Parents and police will then be informed of the circumstances.

### **32. Attendance**

Excellent attendance is expected of all children, but when children are unwell parents are expected to inform the school their child will be absent on the first day before 9.15am.

The school works closely with the Local Authority's Education Welfare Officer whenever a child's attendance and punctuality causes concern. Attendance rates are reported each term, annually to the governors and to all parents. Positive measures are in place to encourage children to attend regularly and punctually and the school is aware of its right to take legal action against parents who do not ensure good attendance and punctuality. Attendance alligator is won weekly by the class who has the best attendance. (see policy)

### **33. Induction of Volunteers**

Volunteers who help in school on a regular basis must also have an Enhanced DBS clearance and the same checks for disqualification apply. At Holly Park even occasional or one off visits warrant a check. The school office will provide all the paperwork necessary for the check. Visitors who do not yet have clearance will under no circumstance be left alone with a child or group of children.

### **34. Welcoming Visitors**

We have a CCTV camera at our school gates and visitors need to buzz in. All visitors need to come to the main office and will sign in at the office and will fill in a label to wear.

Staff visiting on a regular basis must have an Enhanced DBS check.

Unless school has evidence that visitors have an enhanced clearance they will not have unsupervised access to children.

### **35. The Curriculum**

We recognise that schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.

Holly Park will use the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others, including online.

In the Ofsted Framework 2019, Safeguarding won't be graded specifically, but it will be referenced in the Leadership and Management section of the report. Inspectors will be looking for evidence that 'the provider has a culture of safeguarding that supports effective arrangements to identify learners who may be at risk; which responds in a timely way; and that staff recruitment is managed and any allegations are dealt with appropriately.

There is also a section on Personal development. This includes:

- British values
- Spiritual, moral, social and cultural development
- Relationships and sex education
- Health education, including safety
- Mental health awareness and support

Pupils will be educated at a level appropriate to their age and ability about a range of safeguarding concerns through personal, social, health and economic education (PSHE), and through sex and relationship education (SRE). This will include, but is not limited, to bullying (including online bullying), radicalisation, child sexual exploitation (CSE), stranger danger, road safety, sexual abuse, neglect, gender based violence/sexual assaults and sexting. The school staff will need to be aware of the new curriculum for relationship education and relationships and sex education and health education which comes into force in September 2020

Secondly, the curriculum is designed so that safety issues within the subjects are discussed and safe practices taught, such as using equipment properly in PE and Design and Technology. This includes safety online. Appropriate risk assessments are written.

When the curriculum is taking place out of school appropriate and agreed pupil/adult ratios are maintained and risk assessments are written using the Barnet EVOLVE system.

Systems have been established to support the empowerment of children to talk to a range of staff. Children at Holly Park will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate.

Specific systems outside of expected day to day classroom interaction and support will include:

School Council

Worry boxes

Bubble Time

Circle Times

Mini Mentors

Special PSHE events

Regular feedback questionnaires with groups of children

Anti Bullying Week

Safer Internet Day.

### **36. Online Safety & Cyber Crime**

For the purposes of this policy, “**cyber-crime**” is defined as criminal activity committed using computers and/or the internet. This includes ‘cyber-enabled’ crimes, i.e. crimes that can happen offline but are enabled at scale and at speed online, and ‘cyber-dependent’ crimes, i.e. crimes that can be committed only by using a computer. Crimes include:

- Unauthorised access to computers, known as ‘hacking’.
- Denial of Service attacks, known as ‘booting’.
- Making, supplying or obtaining malicious software, or ‘malware’, e.g. viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence.

All staff will be aware of the signs of cyber-crime and follow the appropriate safeguarding procedures where concerns arise. This may include the DSL referring pupils to the National Crime Agency’s Cyber Choices programme

The school will adhere to the Online Safety Policy at all times.

As part of a broad and balanced curriculum, all pupils will be made aware of online risks and taught how to stay safe online.

Through training, all staff members will be made aware of:

- Pupil attitudes and behaviours which may indicate they are at risk of potential harm online.
- The procedure to follow when they have a concern regarding a pupil’s online activity.

The school will ensure that suitable filtering systems are in place on ICT equipment to prevent children accessing inappropriate material, in accordance with the school’s Data and Cyber-security Breach Prevention and Management Plan. The school will, however, ensure that the use of filtering and monitoring systems does not cause “over blocking”, which may lead to unreasonable restrictions as to what pupils can be taught online.

Further information regarding the school’s approach to online safety can be found in the Online Safety Policy.

## **Reviewing online safety**

The school will carry out an annual review of its approach to online safety, supported by an annual risk assessment that considers and reflects the risks faced by pupils.

## **Personal electronic devices**

The use of personal electronic devices, including mobile phones and cameras, by staff and pupils is closely monitored by the school, in accordance with the Personal Electronic Devices Policy. Photographs and videos of pupils will be carefully planned before any activity with particular regard to consent and adhering to the school's Data Protection Policy and Photography Policy. The DPO will oversee the planning of any events where photographs and videos will be taken. Where photographs and videos will involve pupils who are LAC, adopted pupils, or pupils for whom there are security concerns, the headteacher will liaise with the DSL to determine the steps involved. The DSL will, in known cases of pupils who are LAC or who have been adopted liaise with the pupils' social workers, carers or adoptive parents to assess the needs and risks associated with the pupils.

Staff will report any concerns about pupils' or other staff members' use of personal electronic devices to the DSL, following the appropriate procedures.

The school aims to keep children safe when they are accessing 'online learning' whilst out-of-school. We send regular online safety information to parents, keep an updated page on our website which we refer parents to, produce specific workshops that children and parents can access at home together and also produce criteria about how to behave when accessing live online sessions such as Google Meet. The school will only direct pupils to reliable online websites such as White Rose, Bug Club etc

We use Google Classroom and are satisfied that the provider has an appropriate level of security. Wherever possible, staff should use school devices and contact pupils only via the pupil school email address / log in. This ensures that the setting's filtering and monitoring software is enabled.

In deciding whether to provide virtual or online learning for pupils, we take into account issues such as accessibility within the family home, the mental health and wellbeing of children, including screen time, the potential for inappropriate behaviour by staff or pupils, staff access to the technology required, etc. Virtual lessons should be timetabled and senior staff, DSL and / or heads of department should be able to drop in to any virtual lesson at any time – the online version of entering a classroom.

Staff engaging in online learning should display the same standards of dress and conduct that they would in the real world; they should also role model this to pupils and parents. The following points should be considered:-

- think about the background; photos, artwork, identifying features, mirrors – ideally the backing should be blurred
- staff and pupils should be in living / communal areas – no bedrooms
- staff and pupils should be fully dressed
- filters at a child's home may be set at a threshold which is different to the school
- resources / videos must be age appropriate – the child may not have support immediately to hand at home if they feel distressed or anxious about content

It is the responsibility of the staff member to act as a moderator; raise any issues of suitability (of dress, setting, behaviour) with the child and / or parent immediately and end the online interaction if necessary. Recording lessons does not prevent abuse. If staff wish to record the

lesson they are teaching, consideration should be given to data protection issues; e.g., whether parental / pupil consent is needed and retention / storage.

If a staff member believes that a child or parent is recording the interaction, the lesson should be brought to an end or that child should be logged out immediately.

Staff, parent and pupil AUPs should clearly state the standards of conduct required.

If staff need to contact a pupil or parent by phone and do not have access to a work phone, they should discuss this with a senior member of staff and, if there is no alternative, always use 'caller withheld' to ensure the pupil / parent is not able to identify the staff member's personal contact details.

The use of mobile phones by staff and pupils is closely monitored by the school, in accordance with the **Data Security Policy & Staff Handbook**.

### **37. Positive Handling Policy**

Staff at this school are trained to look after the pupils in their care. Staff have a duty to intervene in order to prevent pupils from hurting themselves or others. There may also be situations in which a child seriously disrupts good order in the school or causes damage to property. If a member of staff ever needs to intervene physically he/she will follow the school's Positive Handling/Restraint Policy. A clear and consistent positive handling policy supports pupils who have social, emotional and behavioural difficulties within an ethos of mutual respect, care and safety.

Pupils with severe behavioural difficulties sometimes present a risk to themselves and others. Teachers and others authorised by the Head Teacher may use reasonable force to control or restrain pupils, to prevent pupils from hurting themselves or others, damaging property, or causing disorder. (*DfE Guidance on Use of Reasonable Force, July 2013*)

The school will endeavour to have as many staff trained in 'Team Teach' as possible. Only staff who have had this training will be authorised by the Headteacher to restrain pupils. (see Positive Handling policy)

### **38. Behaviour Policy**

Good behaviour is essential in any community and at Holly Park we have high expectations for this. The discipline of the school is taught by example. Quiet reminders from the Headteacher and the staff bring the need for good behaviour to the children's attention.

The numerous rewards available to children include:

- Verbal praise
- Stickers
- Star of the Week
- Headteacher Awards
- Marbles in the jar
- Housepoints

Although the emphasis is always on the positive there are also times when children have to recognise that there are consequences for poor behaviour and decisions in order to maintain the safety and security of all children. (For a detailed review please refer to the Behaviour Policy)

### **39. Anti Bullying Policy**

At Holly Park we are committed to providing a safe and secure environment for all our pupils to learn in. We promote an ethos of treating everyone with respect and ensure that there are strategies in place for dealing with bullying sensitively if, and when, it occurs. If bullying does occur at our school, pupils are listened to and both the victim and bully are helped and supported. At Holly Park staff are sensitive to any signs of bullying and all pupils are expected to tell a member of staff if they know that bullying is happening. The school is not directly

responsible for bullying incidents that occur off school premises. However, where a pupil tells of a bullying incident off the school premises to a member of staff, a range of steps are taken depending on the nature of the bullying incident.

At Holly Park bullying is defined as deliberately hurtful behaviour, **repeated over a period of time**, where it is difficult for victims to defend themselves.

Bullying can take a number of forms:

- **Emotional** – which can include being unfriendly, excluding, tormenting, sending malicious e- mails or text messages
- **Physical** – which can include theft, damage to property, pushing, kicking, hitting, punching or any use of violence
- **Verbal** – which can include name-calling, sarcasm, spreading rumours, teasing
- **Racist** – which can include racial taunts, graffiti, gestures
- **Homophobic** – which involves discrimination relating to sexual orientation.
- **Sexual** – which can include unwanted physical contact or sexually abusive comments

(For a detailed review please see the Anti bullying Policy)

#### **40. Peer-On –Peer Abuse**

For the purposes of this policy, “**peer-on-peer abuse**” is defined as abuse between children.

The school has a zero-tolerance approach to abuse, including peer-on-peer abuse, as confirmed in the Child Protection and Safeguarding Policy’s [statement of intent](#).

All staff will be aware that peer-on-peer abuse can occur between pupils of any age and gender, both inside and outside of school, as well as online. All staff will be aware of the indicators of peer-on-peer abuse, how to identify it, and how to respond to reports. All staff will also recognise that even if no cases have been reported, this is not an indicator that peer-on-peer abuse is not occurring. All staff will speak to the DSL if they have any concerns about peer-on-peer abuse.

All staff will understand the importance of challenge inappropriate behaviour between peers, and will not tolerate abuse as “banter” or “part of growing up”.

Peer-on-peer abuse can be manifested in many different ways, including:

- Bullying, including cyberbullying and prejudice-based or discriminatory bullying.
- Abuse in intimate personal relationships between peers.
- Physical abuse – this may include an online element which facilitates, threatens and/or encourages physical abuse.
- Sexual violence – this may include an online element which facilitates, threatens and/or encourages sexual violence.
- Sexual harassment, including online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- The consensual and non-consensual sharing of nude and semi-nude images and/or videos.
- Upskirting.
- Initiation- and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group, and may also include an online element.

All staff will be clear as to the school’s policy and procedures regarding peer-on-peer abuse and the role they have to play in preventing it and responding where they believe a child may be at risk from it.

All staff will be made aware of the heightened vulnerability of pupils with SEND, who evidence

suggests are more likely to be abused than their peers. Staff will not assume that possible indicators of abuse relate to the pupil's SEND and will always explore indicators further. All staff will be made aware of the heightened vulnerability of LGBTQ+ pupils, who evidence suggests are also more likely to be targeted by their peers. In some cases, pupils who are perceived to be LGBTQ+, regardless of whether they are LGBTQ+, can be just as vulnerable to abuse as LGBTQ+ pupils. The school's response to sexual violence and sexual harassment between pupils of the same sex will be equally as robust as it is for incidents between children of the opposite sex.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe

The school's procedures for managing allegations of peer-on-peer abuse are outlined in the Peer-on-Peer Abuse Policy. Staff will follow these procedures, as well as the procedures outlined in the school's Anti-Bullying Policy and Exclusion Policy, where relevant.

#### **41. Sexting**

The school will ensure that staff are aware to treat the sharing of indecent images, including through sexting, as a safeguarding concern.

Staff will receive appropriate training regarding child sexual development and will understand the difference between sexual behaviour that is considered normal and expected for the age of the pupil, and sexual behaviour that is inappropriate and harmful. Staff will receive appropriate training around how to deal with instances of sexting in the school community, including understanding motivations, assessing risks posed to pupils depicted in the images, and how and when to report instances of sexting.

Staff will be aware that creating, possessing, and distributing indecent imagery of children is a criminal offence, regardless of whether the imagery is created, possessed, and distributed by the individual depicted; however, staff will ensure that pupils are not unnecessarily criminalised. Where a member of staff becomes aware of an incidence of sexting that involves indecent images of a pupil, they will refer this to the DSL as soon as possible. Where a pupil confides in a staff member about the circulation of indecent imagery, depicting them or someone else, the staff member will:

- Refrain from viewing, copy, printing, sharing, storing or saving the imagery.
- Tell the DSL immediately if they accidentally view an indecent image and seek support.
- Explain to the pupil that the incident will need to be reported.
- Respond positively to the pupil without blaming or shaming anyone involved, and reassuring them that they can receive support from the DSL.
- Report the incident to the DSL.

The DSL will attempt to understand what the image contains **without viewing it** and the context surrounding its creation and distribution – they will categorise the incident into one of two categories:

- **Aggravated:** incidents which involve additional or abusive elements beyond the creation and distribution of indecent images of pupils, including where there is an adult involved, where there is an intent to harm the pupil depicted, or where the images are used recklessly.
- **Experimental:** incidents involving the creation and distribution of indecent images of pupils where there is no adult involvement or apparent intent to cause harm or embarrassment to the pupil.

Where it is necessary to view the imagery, e.g. if this is the only way to make a decision about whether to inform other agencies, the DSL should:

- Discuss this decision with the headteacher or member of the SLT.
- Ensure the image is, where possible, viewed by someone of the same sex as the individual depicted.
- Ensure viewing takes place on school premises and with another member of staff present in the room – this staff member does not need to view the imagery.
- Record how and why the decision was made to view the imagery in accordance with the Records Management Policy.

Where the incident is categorised as ‘aggravated’, the situation will be managed in line with the school’s Peer-on-Peer Abuse Policy. Where the incident is categorised as ‘experimental’, the pupils involved are supported to understand the implications of sharing indecent imagery and to move forward from the incident. Where there is reason to believe that indecent imagery being circulated will cause harm to a pupil, the DSL escalates the incident to CSCS. Where indecent imagery of a pupil has been shared publicly, the DSL will work with the pupil to report imagery to sites on which it has been shared and will reassure them of the support available.

Remember:

Always put the young person first.

**Never..**

- Search a mobile device even in response to an allegation or disclosure if this is likely to cause additional stress to the student/young person UNLESS there is clear evidence to suggest not to do so would impede a police inquiry.
- Print out any material for evidence
- Move any material from one storage device to another

**Always...**

- Inform and involve the Safeguarding Team who will ensure that the Designated Safeguarding Lead is able to take any necessary strategic decisions.
- Record the incident.

What to do and not do with the image..

If the image has been shared across a personal mobile device:

**Always..**

- Confiscate and secure the device(s). Close down or switch the device off as soon as possible. This may prevent anyone removing evidence ‘remotely’.

**Never..**

- View the image unless there is a clear reason to do so or view it without an additional adult present (this additional person does not need to view the image and certainly should not do so if they are of a different gender to the person whose image has been shared).
- The viewing of an image should only be done to establish that there has been an incident which requires further action.
- Send, share or save the image anywhere
- Allow students to do any of the above

If the image has been shared across a school network, a website or a social network:

**Always..**

- Block the network to all users and isolate the image

**Never...**

- Send or print the image

- Move the material from one place to another
- View the image outside of the protocols in the school's safeguarding and child protection policies and procedures.

#### **42. Racial Tolerance**

At Holly Park pupils will be prepared for an ethnically diverse society. The school works hard to promote racial equality and harmony by preventing and challenging racism.

"If anyone ever feels unjustly treated then the school welcomes and values a response. It is in working together that we will make Holly Park even better." Racism and extremism is tackled in both the RE and in the PSHE curricula. The children take part in discussions designed to raise awareness and address prejudices. (See Prevent Duty Section & Race Equality Policy)

#### **43. Photographing and Video**

There has been a lot of controversy recently about adults photographing and filming young people. The concerns are genuine, however at Holly Park we have taken a sensible, balanced approach, which allows parents to photograph and film providing they follow certain guidelines:

- Images must be for private use only and must not be put on the internet (particularly if a parent posts a picture on the web that shows children other than their own).
- Parents consent to school taking photographs by signing a permission slip upon entry to school. School photographs that are for use outside of school are anonymous unless specific permission has been received from parents.

#### **44. Whistle blowing**

If a staff member has concerns about another member of staff then this will be raised with the Headteacher.

If the concern is with regards to the Headteacher, this will be referred to The Chair of Governors.

Any concerns regarding the safeguarding practices at **Holly Park** will be raised with the SMT, and the necessary whistleblowing procedures will be followed, as outlined in the **Whistleblowing Policy**.

If a staff member feels unable to raise an issue with the SMT, they should access other whistleblowing channels such as the NSPCC whistleblowing helpline (0800 028 0285).

#### **45. Good Practice in Intimate/Personal Care**

All children have the right to be safe and treated with dignity and respect. These guidelines are designed to safeguard both children from abuse, staff from false allegations and to support good practice in intimate care.

There may be occasions when staff need to support children with their intimate care, for example, if the child has a toileting accident whilst at school or on a school trip or journey. Young children are vulnerable. Staff involved in their care need to be sensitive to a child's needs and to be aware that some tasks are open to misinterpretation.

1. Treat every child with respect and ensure appropriate privacy.
2. Involve the child in their own intimate care as far as possible and do not rush them.

Remember assistance may be needed.

- ask the child to remove wet/soiled clothing
- ask the child to wash themselves if necessary
- encourage the child to put on clean clothing

3. Be supportive to a child's reactions

4. Intimate care routines should be consistent. Staff should never carry out a task unless they are sure of the routine or procedure. Please seek advice from the Head Teacher.

5. For some medical procedures that require intimate care, there should be 2 adults present e.g catheterisation of a child
6. In the early years, staff should change or wipe a child in an open room (e.g doors left open) They should also inform another member of staff that they will be doing this
7. For children who need regular personal care that may involve touching, parents should be fully informed and a care plan/risk assessment drawn up
5. Report any concern to the designated person if:
  - during intimate care you accidentally hurt a child
  - a child is tender or sore in the genital area
  - a child misunderstands or misinterprets something (See Intimate/Personal Care policy)

#### **46. Mobile Phones**

Staff should not use mobile phones to take pictures or videos of children. Staff should only use digital cameras which have been provided by the school.

Mobile phones are not permitted for use anywhere in school, around the children. This applies to members of staff and other visitors to the school. Mobile phones may only be used in office areas, staffroom etc.

The only exception to this is staff taking a mobile phone with them on a school trip/visit outside of school, for use in emergencies only. Staff should not share their personal mobile phone numbers with parents. Parents who accompany a school trip should be given the school phone number for contact purposes.

#### **47. Use of Member of Staff's Personal Transport**

The use of personal transport to transport children must only take place when agreed with the Educational Visits Co-ordinator and with the Head Teacher's permission in advance.

It is not acceptable to give young people lifts home after sessions.

Under exceptional circumstances and only as a last resort may a member of staff use personal transport in taking children to hospital. This is in response to emergency services placing a new emphasis on not calling ambulances unless it is an extreme emergency. They are stressing that 'walking wounded' that need treatment need to be brought to hospitals in other ways. Try to contact the parents/care to get them to collect their child and take them to hospital. At all times another member of staff must be present during transport and in order to stay with the child until their parent/guardian arrives.

Outside of work situations, it is not acceptable to give "lifts" to young people that are known to you through your work.

The driver and the car used must be insured for business use. Appropriate child seats must be used for children

#### **48. Home Visits**

Home visits take place for all new children starting at Holly Park. Two members of staff must attend all visits. Under no circumstances should a member of staff make a visit unaccompanied.

(There are separate Home Visit Guidelines in the lone working policy.)

#### **49. One-to-one work with Pupils**

If a one-to-one session is being carried out, it should be in a room that can be overseen by other staff, has a glass panel or is in a public where they can be seen by others. (see lone working policy)

## **50. Supervision for Staff**

The school will provide appropriate supervision and support for all members of staff to ensure that:

- All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
- Staff are able to creating an environment where members of staff feel able to raise concerns and feel supported in their safeguarding role
- All staff have regular reviews of their own practice to ensure they improve over time.

The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union, the Education Support Partnership or other similar organisations directly.

### **EYFS Supervision**

Following a recommendation from the Serious Case Review and the review into the EYFS 2008 by Dame Clare Tickell, staff supervision is now mandatory in all early years settings (EYFS 2012).

Supervision is a regular, planned, accountable two-way process which should offer support and develop the knowledge, skills and values of an individual, group or team. Its purpose is to monitor the progress of professional practice and to help staff to improve the quality of the work they do, thus improving outcomes for children as well as achieving agreed objectives.

Supervision also provides an opportunity to discuss sensitive issues including the safeguarding of children and any concerns raised about an individual or colleague's practice.

Supervision provides professional one to one support and "space" away from the direct work environment to discuss progress, professional role, workload and concerns. The supervisory relationship should develop trust which will allow for free and open discussion and learning without the fear of being criticised. Employees should receive constructive feedback about their work, with concerns being challenged sensitively and honestly and successes being acknowledged on a regular basis. This hopefully increases the feeling of being valued by management at the setting which in turn, increases job satisfaction.

The aim of supervision is to allow staff and their supervisors to:

Discuss and challenge concerns, issues or difficulties;

Explore issues relating to Safeguarding

- Identify solutions to address concerns and issues;
- Be coached in tackling issues as they arise and plan future action;
- Explore feelings and emotional impact;
- Develop practice and competencies, including training needs;
- Explore the understanding of setting policy, philosophy and practice;
- Ensure every child's safety and wellbeing;

At Holly Park, we have an open door policy and supervision opportunities are available to staff before and after school as needed. More formal one to one supervision should be held half termly. Group supervision, for example by means of a team meeting will be held on Inset days.

Some staff, for example if they are newly qualified or less confident, may need supervision sessions to be held more regularly. At this school supervision may be:

- One to one – this will be pre-arranged.
- In a group – a team/phase meeting
- Unplanned or 'ad hoc' – staff may discuss on a day to day basis any issues or decisions that often need to be made inbetween formal supervision. This does not negate the need for 1:1 supervision.

Appraisal and performance management clearly has some crossover with supervision. Holly Park staff have 6 Appraisal meetings in the year. Supervision and Appraisal at Holly Park are linked together closely. The focus of 2 meetings will just be about targets being met. A focus on how well an individual is performing in relation to organisational needs and priorities should not, however, be the main focus of the other four sessions.

At Holly Park there are clear team leaders for supervision/Appraisal. Team leaders are:

Sarah Walton (EYFS Lead practitioner) – for nursery nurses

Maria Klanga (Senior Nursery Nurse) – for nursery TAs

Ann Pelham, Maria Michael & Sally Thomas (SMT) – for EYFS teachers

(See Appendix for more details and forms)

## **51. CAFs (Common Assessment Framework)**

CAFs are part of the working together and keeping children safe document.

They act as a continuum of safeguarding procedures. A CAF can also assist with early help for a child or family.

CAFs are usually instigated when:

- 3 or more agencies are involved with a child
- For a child at risk of being stepped up to social care
- When a child is stepped down from social care but is not a child in need
- As a referral to CAMHs

Their aim is to:

- Prevent needs from escalating
- Provide joined up planning
- Support shared delivery and co-ordination
- Look holistically at a child and the support they receive from all organisations involved
- Be a key route in to Barnet's family services

At Holly Park key staff have undergone online CAF training and are able to initiate or feed in to a CAF

- Deputy Head
- Families Co-ordinator
- Children's Co-ordinator
- Assistant SENCO

## **52. Private Fostering**

- 1.4. Where the school becomes aware of a pupil being privately fostered, they will notify the LA as soon as possible to allow the LA to conduct any necessary checks. (see appendix 7)

Private fostering is when a child under the age of 16 (under 18 if disabled) is cared for by someone who is not their parent, legal guardian or a 'close relative'. This is a private arrangement made between a parent and a carer, for 28 days or more. Close relatives are defined as step-parents, grandparents, brothers, sisters, uncles or aunts (whether of full blood, half blood or marriage/affinity).

Privately fostered children could include:

- adolescents that have to live away from their family as a result of separation, divorce or disputes at home
- children who are living with somebody else because their parents are studying or working during unsociable hours

- children sent to this country for education or health care opportunities by birth parents living overseas
- cultural exchange students
- refugee children or teenagers living with the family of a girlfriend or boyfriend
- any child whose parents have made a private arrangement for them to be looked after by someone else

There is a mandatory duty to inform the local authority of children in such an arrangement so that the LA can make sure that all privately fostered children are well cared for and safe by:

- making compulsory police checks on the private foster carers and anyone aged over 16 living in that household
- ensuring that the private foster carer receives the relevant support and advice required for looking after someone else's child
- ensuring the child's educational, emotional, cultural and physical needs are met
- helping parents and private foster carers to work together for the benefit of the child
- taking action if the care provided is not satisfactory

### **53. Children Affected By gang Activity and Youth Violence**

Defining a gang is difficult. They tend to fall into three categories: Peer Groups, Street Gangs and Organised Crime Groups. It can be common for groups of children and young people to gather together in public places to socialise. Although some peer group gatherings can lead to increased antisocial behaviour and youth offending, these activities should not be confused with the serious violence of a street gang. A street gang can be described as a relatively durable, predominantly street-based group of children who see themselves (and are seen by others) as a discernible group for whom crime and violence is integral to the group's identity. A street gang will engage in criminal activity and violence and may lay claim over territory (not necessarily geographical but it can include an illegal economy territory); They have some form of identifying structure featuring a hierarchy usually based on age, physical strength, propensity to violence or older sibling rank. There may be certain rites involving antisocial or criminal behaviour or sex acts in order to become part of the gang. They are in conflict with other similar gangs. An Organised criminal group is a group of individuals normally led by adults for whom involvement in crime is for personal gain (financial or otherwise). This involves serious and organised criminality by a hard core of violent gang members who exploit vulnerable young people and adult. This may also involve the movement and selling of drugs and money across the country, known as 'county lines' because it extends across county boundaries. Young people may be at risk of sexual exploitation in these groups.

At Holly Park we know that we are NOT in an area identified by the police as being at High Risk of gang activity. However training on gangs is included for staff as part of safeguarding training and we also have to look at children as individuals and assess their risk on an individual basis. Children at school in the playgrounds are encouraged not to form 'gangs' 'cliques' or 'clubs' as this is not inclusive behaviour. Staff are vigilant to report if they hear about gangs or clubs forming in the playground.

### **54. Homelessness**

The DSL and deputy DSL(s) will be aware of the contact details and referral routes into the Local Housing Authority so that concerns over homelessness can be raised as early as possible. Indicators that a family may be at risk of homelessness include:

- Household debt.
- Rent arrears.
- Domestic abuse.
- Anti-social behaviour.

- Any mention of a family moving home because “they have to”.

Referrals to the Local Housing Authority do not replace referrals to CSCS where a child is being harmed or at risk of harm. For 16- and 17-year-olds, homelessness may not be family-based and referrals to CSCS will be made as necessary where concerns are raised.

### **55. Pupils with family members in prison**

Pupils with a family member in prison will be offered pastoral support as necessary. They will receive a copy of ‘Are you a young person with a family member in prison’ from Action for Prisoners’ Families where appropriate and allowed the opportunity to discuss questions and concerns.

### **56. Pupils required to give evidence in court**

Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support. Pupils will also be provided with the booklet ‘Going to Court’ from HM Courts and Tribunals Service where appropriate and allowed the opportunity to discuss questions and concerns.

### **57. Alternative provision**

The school will remain responsible for a pupil’s welfare during their time at an alternative provider. When placing a pupil with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff.

### **58. Transfer of Information**

Where a pupil is leaving the school, the DSL will consider whether it is appropriate to share any information with the pupil’s new provider, in addition to the child protection file, that will allow the new provider to support the pupil and arrange appropriate support for their arrival.

### **59. GDPR**

#### **Special category Personal Data**

Within education, we do process some sensitive information about children that is not set out in the legislation as a ‘special category personal data’. Notably information about children’s services interactions, free school meal status, pupil premium eligibility, elements of special educational need information, safeguarding information and some behaviour data. We consider it best practice that when considering security and business processes about such data, that they are also treated with the same ‘high status’ as the special categories set out in law.

#### **Sharing safeguarding information**

GDPR does not prevent, or limit, the sharing of information for the purposes of keeping children safe. Legal and secure information sharing between schools, Children’s Social Care, and other local agencies, is essential for keeping children safe and ensuring they get the support they need. Information can be shared without consent if to gain consent would place a child at risk. Fears about sharing information must not be allowed to stand in the way of promoting the welfare and protecting the safety of children. As with all data sharing, appropriate organisational and technical safeguards should still be in place.

## Retention Periods

All data on the safeguarding file potentially forms part of an important story that may be needed retrospectively for many years. The elements of a pupil file (name, address) that are needed to identify children with certainty are needed to be retained along with those records [until at least 25 years old]

## 60. Upskirting

Staff must be aware of the changes to the Voyeurism (Offences) Act 2019 which criminalises the act of 'up skirting'. The CPS defines 'up skirting' as a colloquial term referring to the action of placing equipment such as a camera or mobile phone beneath a person's clothing to take a voyeuristic photograph without their permission. It is not only confined to victims wearing skirts or dresses and equally applies when men or women are wearing kilts, cassocks shorts or trousers. It is often performed in crowded public places, for example on public transport or at music festivals. Anyone of any age and any gender can be a victim.

In light of this, the school should not tolerate children looking up skirts or trying to pull down trousers etc. Anyone doing this should be made aware of the seriousness of it.

## 61. Self-Harm & Suicide

Holly Park is aware that suicide is the leading cause of death in young people, and that we play a vital role in helping to prevent young suicide; we want to make sure that pupils are as suicide-safe as possible.

This policy should be read alongside the schools wellbeing policy.

Holly Park acknowledges that:

Thoughts of self-harm and suicide are common, particularly among young people.

**Suicide is complex.** There are many contributory factors surrounding a suicide and reasons are often complex and individual to that person.

**Stigma inhibits learning.** We recognise that the stigma surrounding self-harm, suicide and other mental illness can be both a barrier to seeking help and a barrier to offering help. We are dedicated to tackling suicide stigma.

**Self-Harm and Suicide is everyone's business,** and we want to facilitate the reporting of any risks and concerns.

**Self-harm and suicide are difficult things to talk about.** Through the training of Youth Mental Health First Aiders and whole school awareness of mental ill health, we will provide adults in school who are able to identify when a pupil may be struggling with thoughts of suicide.

**Talking about suicide does not create or increase risk.** Contrary to common belief, this type of questioning does not encourage young people to pursue suicide ideation. Rather it signals that you care and that you are ready to talk to them about it. The opportunity to discuss feelings around suicide can provide a great relief.

We will endeavour to involve anyone from our community who has personal experience of self-harm and suicide; either having struggled themselves or supported someone with thoughts of suicide.

We will help to ensure an active person-centred self-harm and suicide prevention, and intervention policy.

- We have a named individual who is responsible for the design, implementation, and maintenance of this policy.
- We will endeavour to ensure that all our staff are self-harm and suicide aware. This means that all staff inductions will include self-harm and suicide awareness. We have provided a Suicide and Self Harm Toolkit developed by Essex Local Authority to provide further support to members of staff.

[https://schools.essex.gov.uk/pupils/Emotional\\_Wellbeing\\_and\\_Mental\\_Health\\_Information\\_Portal\\_for\\_Schools/Documents/DS17\\_5950\\_SelfHarm\\_Toolkit\\_Digital.pdf](https://schools.essex.gov.uk/pupils/Emotional_Wellbeing_and_Mental_Health_Information_Portal_for_Schools/Documents/DS17_5950_SelfHarm_Toolkit_Digital.pdf)

- We will ensure that Staff are aware of their responsibilities around suicide prevention as outlined in our Safeguarding and Child Protection Policy and we will continue to reinforce the message to all staff that we **ALWAYS** believe children and young people.
- We will ensure that all secondary pupils are self-harm and suicide aware through the delivery of class lessons/assemblies on mental ill health and a clear pathway for pupils to raise concerns to school staff.
- We will be aware of how we enhance the physical safety of our environment including the removal of potential ligature points, restricting access to places which facilitate jumping, and securely storing harmful substances.
- We recognise that the need to protect someone's life overrides confidentiality and will report our concern to the Designated Safeguarding Lead or Mental Health Lead immediately.
- We will endeavour to put in place mechanisms which allow staff that have regular interaction with the pupils to be able to flag or review any concerns about the individual pupils, including suspected suicidal thoughts.
- When we identify a pupil at risk of self-harm or suicide we would inform the Designated Safeguarding Lead or Mental Health Lead and if a pupil is in crisis we would dial 999

We will help to ensure a sensitive, and safe, suicide post provision

- We will work in partnership with the Local Authority in the event of a serious incident, whereby someone has attempted or died by suicide.
- We will also be mindful of the impact that supporting an inquest can have on staff and their wellbeing and will signpost to appropriate support both in school, via our Mental Health First Aider and external resources such as, Papyrus, Samaritans and QWELL counselling services.
- We will ensure that peers and school staff are supported and able to access services when self-harm or suicide has affected them
- We will ensure effective partnership working to support pupils returning school after a serious incident of self-harm or attempted suicide, including Team Around the Child, whereby the child/young person is at the centre of decision making and determines who is best to support them in school.

## **62. Child Abduction & Community Issues**

For the purposes of this policy, “**child abduction**” is define as the unauthorised removal or retention of a child from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents and other relatives, other people known to the victim, and strangers.

All staff will be alert to community safety incidents taking place in the vicinity of the school that may raise concerns regarding child abduction, e.g. people loitering nearby or unknown adults conversing with pupils.

Pupils will be provided with practical advice and lessons to ensure they can keep themselves safe outdoors.

## **63. Modern Slavery**

For the purposes of this policy, “**modern slavery**” encompasses human trafficking and slavery, servitude, and forced or compulsory labour. This can include CCE, CSE, and other forms of exploitation.

All staff will be aware of and alert to the signs that a pupil may be the victim of modern slavery. Staff will also be aware of the support available to victims of modern slavery and how to refer

them to the National Referral Mechanism.

#### **64. Use Of The School Premises For Non School Based Activities**

Where the governing body hires or rents out school facilities or the school premises to organisations or individuals, e.g. for providers to run community or extracurricular activities, it will ensure that appropriate arrangements are in place to keep pupils safe.

Where the governing body provides the activities under the direct supervision or management of school staff, child protection arrangements will apply. Where activities are provided separately by another body, this may not be the case; therefore, the governing body will seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place, including inspecting these as needed. The governing body will also ensure that there are arrangements in place to liaise with the school on these matters where appropriate. The governing body will ensure safeguarding requirements are included in any transfer of control agreement, i.e. a lease or hire agreement, as a condition of use and occupation of the premises, and specify that failure to comply with this would lead to termination of the agreement.

#### **Extracurricular activities and clubs**

Extra-curricular activities and clubs hosted by external bodies, e.g. charities or companies, will work in collaboration with the school to effectively safeguard pupils and adhere to local safeguarding arrangements.

Staff and volunteers running extracurricular activities and clubs are aware of their safeguarding responsibilities and promote the welfare of pupils. Paid and volunteer staff understand how they should respond to child protection concerns and how to make a referral to CSCS or the police, if necessary.

All national governing bodies of sport that receive funding from either Sport England or UK Sport must aim to meet the Standards for Safeguarding and Protecting Children in Sport.

#### **65. Monitoring**

It will be the responsibility of the Headteacher and Governing Body, delegated through the designated Governor for Child Protection, to monitor the effective and consistent delivery of this policy.

They will review the policy with reference to:

- Reviewing practice against the procedures outlined
- Reviewing this policy in line with up-dated guidance from Barnet Area Safeguarding & Child Protection Committee
- Listening to children, staff and families and considering their views and comments
- Taking advice from the principal Education Social Worker

#### **Links with the UN Rights of the Child**

##### **Article 3**

The best interests of the child must be a top priority in all things that affect children.

##### **Article 5**

Governments must respect the rights and responsibilities of parents and carers to direct and guide their children as they grow up, so that they can enjoy their rights properly.

##### **Article 6**

Every child has the right to life. Governments must do all they

can to make sure that children survive and develop to their full potential.

#### **Article 7**

Every child has the right to a legal name and nationality, as well as the right to know and, as far as possible, to be cared for by their parents.

#### **Article 9**

Children must not be separated from their parents unless it is in their best interests (for example, if a parent is hurting a child). Children whose parents have separated have the right to stay in contact with both parents, unless this might hurt the child.

#### **Article 12**

Every child has the right to have a say in all matters affecting them, and to have their views taken seriously.

#### **Article 16**

Every child has the right to privacy. The law should protect the child's private, family and home life.

#### **Article 17**

Every child has the right to reliable information from the media. This should be information that children can understand. Governments must help protect children from materials that could harm them.

#### **Article 19**

Governments must do all they can to ensure that children are protected from all forms of violence, abuse, neglect and bad treatment by their parents or anyone else who looks after them.

#### **Article 20**

If a child cannot be looked after by their family, governments must make sure that they are looked after properly by people who respect the child's religion, culture and language.

#### **Article 21**

If a child is adopted, the first concern must be what is best for the child. All children must be protected and kept safe, whether they are adopted in the country where they were born or in another country.

#### **Article 23**

A child with a disability has the right to live a full and decent life with dignity and independence, and to play an active part in the community. Governments must do all they can to provide support to disabled children.

#### **Article 24**

Every child has the right to the best possible health.

Governments must work to provide good quality health care, clean water, nutritious food and a clean environment so that children can stay healthy. Richer countries must help poorer countries achieve this.

#### **Article 27**

Every child has the right to a standard of living that is good enough to meet their physical, social and mental needs. Governments must help families who cannot afford to provide this.

#### **Article 33**

Governments must protect children from the use of illegal drugs.

#### **Article 34**

Governments must protect children from sexual abuse and exploitation.

#### **Article 36**

Governments must protect children from all other forms of bad treatment.

#### **Article 37**

No child shall be tortured or suffer other cruel treatment or punishment. A child should be arrested or put in prison only as a last resort and then for the shortest possible time. Children must not be in a prison with adults. Children who are locked up must be able to keep in contact with their family.

### **Document Control**

#### **Revision History**

Version	Revision Date	Revised By	Revision
1.0	June 2014	Sally Thomas	Updated in light of current advice
1.1	September 2014	Ann Pelham	Updated in light of current advice
1.2	April 2015	Ann Pelham	Updated in light of current advice
1.2	June 2015	Ann Pelham	Updated in light of current advice
1.3	Summer 2015	Govs S&PW	Reviewed
1.4	October 2015	Ann Pelham	Updated in light of current advice
1.5	December 2015	Safeguarding Team	Updated in light of a team meeting doing a safeguarding audit and review of policy and practice
1.6	March 2016	Ann Pelham	Updated – to reflect new alert form
1.7	March 2016	Ann Pelham	Updated after LA safeguarding review with more info on FGM
1.8	March 2016	Ann Pelham	Updated after PREVENT training

1.9	July 2016	Full govs	Updated, reviewed & ratified
2.0	August 2016	Ann Pelham	Updated in line with guidance from Keeping Children safe in Education 2016
2.1	September 2016	Ann Pelham	Updated in line with DFE guidance for pupils missing in Education
2.2	November 2016	Ann Pelham	Updated after recent advice and guidance
2.3	January 2017	Ann Pelham	Updated based on LA guidance
2.4	June 2017	Ann Pelham	Updated following Website review
2.5	July 2017	Full govs	reviewed & ratified
2.6	September 2018	Ann Pelham	Updated in response to the release of KCSIE 2018.
2.7	July 2019	Full govs	reviewed & ratified
2.8	August 2019	Ann Pelham	Written to reflect KCSIE 2019
2.9	July 2020	Full govs	Reviewed & Ratified
3.0	August 2020	Ann Pelham	Reviewed to reflect KCSIE 2020
3.1	Autumn 2020	Full Govs	Reviewed & Ratified
3.2	August 2021	Ann Pelham	Reviewed to reflect KCSIE 2021

### Signed by

	Name	Signature	Date
Headteacher	Ann Pelham		
Chair of Governors	Tim Graveney		

### Distribution

Version	Shared with	Date
1.2	<ul style="list-style-type: none"> <li>Staff via school server</li> <li>Staff via staff handbook (annually)</li> <li>Staff via training</li> <li>New Staff via induction meetings</li> <li>Parents via Website</li> <li>Governors via committee meetings</li> <li>Safeguarding team meetings</li> </ul>	

### Review

Date for next review
Autumn term 2022

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

### Legislation

- Children Act 1989
- Children Act 2004
- Safeguarding Vulnerable Groups Act 2006
- The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)

- Sexual Offences Act 2003
- Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)
- Equality Act 2010
- Counter-Terrorism and Security Act 2015
- The UK General Data Protection Regulation (UK GDPR)
- Data Protection Act 2018
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Voyeurism (Offences) Act 2019
- Domestic Abuse Act 2021

### **Statutory guidance**

- HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation'
- HM Government (2013) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'
- HM Government (2021) 'Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism'
- DfE (2021) 'Keeping children safe in education 2021'
- DfE (2018) 'Working Together to Safeguard Children'
- DfE (2015) 'The Prevent duty'
- DfE (2018) 'Disqualification under the Childcare Act 2006'

### **Non-statutory guidance**

- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2018) 'Information sharing'
- DfE (2017) 'Child sexual exploitation'
- DfE (2021) 'Sexual violence and sexual harassment between children in schools and colleges'
- DfE (2021) 'Recruit teachers from overseas'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

This policy should be read in conjunction with the following policies:

- Anti-bullying policy
- British Values Policy
- Attendance policy
- Behaviour policy
- Critical incident plan
- Data security policy
- Educational 'Guidance for safer working practice visits policy'
  - Online-safety policy
  - First aid and medical policy
  - Health and safety policy
  - Positive Handling policy
  - Inclusion /AEN policy
  - Computer rules and Pupil Acceptable use policy
  - Staff Acceptable use policy

- Premises management policy
- Pupil leave of absence policy
- Safer recruitment policy
- Sex and relationships policy
- Whistle blowing policy
- Personal/Intimate Care policy
- Lone Working policy
- Appraisal Policy
- GDPR Data Protection Policy
- LAC Policy
- Photography & Video policy
- Records Management policy

**HOLLY PARK PRIMARY SCHOOL**  
**CHILD PROTECTION/SAFEGUARDING ALERT FORM**

**Part I** (for use by any staff)

<b>CHILD'S NAME:</b>	<b>YEAR:</b> <span style="float: right;"><b>CLASS:</b></span>								
<b>Date and Time of Incident:</b>	<b>Date and Time (of writing):</b>								
<b>REPORTED BY:</b> <div style="border-bottom: 1px dotted black; height: 1.2em; margin-bottom: 5px;"></div> <div style="display: flex; justify-content: space-between;"> <span style="border-bottom: 1px dotted black; height: 1.2em; width: 60%;"></span> <span><b>Name</b></span> </div> <p style="margin-left: 40px;"><b>Signature</b></p> <p><b>Job Title:</b></p>									
<b>RECORD THE FOLLOWING FACTUALLY:</b> What are you worried about? Who? What (if recording a verbal disclosure by a young person use their words)? Where? When (date and time of incident)? Any witnesses?									
<b>PLEASE ADD BODY MAPS WHERE RELEVANT</b>									
<b>What is the child's account/perspective?</b> (If appropriate)									
<b>Any other relevant information</b> (distinguish between fact and opinion). Previous concerns etc.									
<b>NEXT STEPS:</b> Note actions, including names of anyone to whom your information was passed and when.									
Please circle below the level of safety you feel the pupil has at this time (0 = is currently risk of harm – 10 = no concerns regarding the child's safety)									
1	2	3	4	5	6	7	8	9	10

**Please pass this form to one of your Designated Safeguarding Leads.**

**HOLLY PARK PRIMARY SCHOOL**  
**CHILD PROTECTION/SAFEGUARDING ALERT FORM**

**Part 2** (for use by DSL)

<b>Time and date</b> information received, and from whom.	
<b>Any advice sought – if required</b> (date, time, name, role, organisation and advice given).	
<b><u>Action taken</u></b> (referral to young person's social care/monitoring advice given to appropriate staff/CAF etc.) with reasons. Note time, date, names, who information shared with and when etc.	
<b><u>Parent's informed?</u></b> Y/N and reasons.	
<b><u>Outcome</u></b> Record names of individuals/agen cies who have given information regarding outcome of any referral (if made).	
<b>Should a concern/ confidential file be commenced if there is not already one?</b> Why?	
<b>Signed</b>	
<b>Printed Name</b>	



## HOLLY PARK PRIMARY SCHOOL

### Alert Form Appendix

Name of child	Date of alert
Name of person completing form	Role in school
Have you attached a completed alert form?      YES / NO    if no, please explain why not	
Name and role of any other witnesses to injury	

Body Maps should be used to document and illustrate visible signs of harm and physical injuries.

Always use a black pen (never a pencil) and do not use correction fluid or any other eraser.

Do not remove clothing for the purpose of the examination unless the injury site is freely available because of treatment.

**\*At no time should an individual teacher/member of staff or college take photographic evidence of any injuries or marks to a young person's person, the body map below should be used. Any concerns should be reported and recorded without delay to the appropriate safeguarding services, e.g. Social Care direct or young person's social worker if already an open case to social care.**

**When you notice an injury to a young person, try to record the following information in respect of each mark identified e.g. red areas, swelling, bruising, cuts, lacerations and wounds, scalds and burns:**

- Exact site of injury on the body, e.g. upper outer arm/left cheek.
- Size of injury - in appropriate centimetres or inches.
- Approximate shape of injury, e.g. round/square or straight line.
- Colour of injury - if more than one colour, say so.
- Is the skin broken?
- Is there any swelling at the site of the injury, or elsewhere?
- Is there a scab/any blistering/any bleeding?
- Is the injury clean or is there grit/fluff etc.?
- Is mobility restricted as a result of the injury?
- Does the site of the injury feel hot?
- Does the young person feel hot?
- Does the young person feel pain?
- Has the young person's body shape changed/are they holding themselves differently?

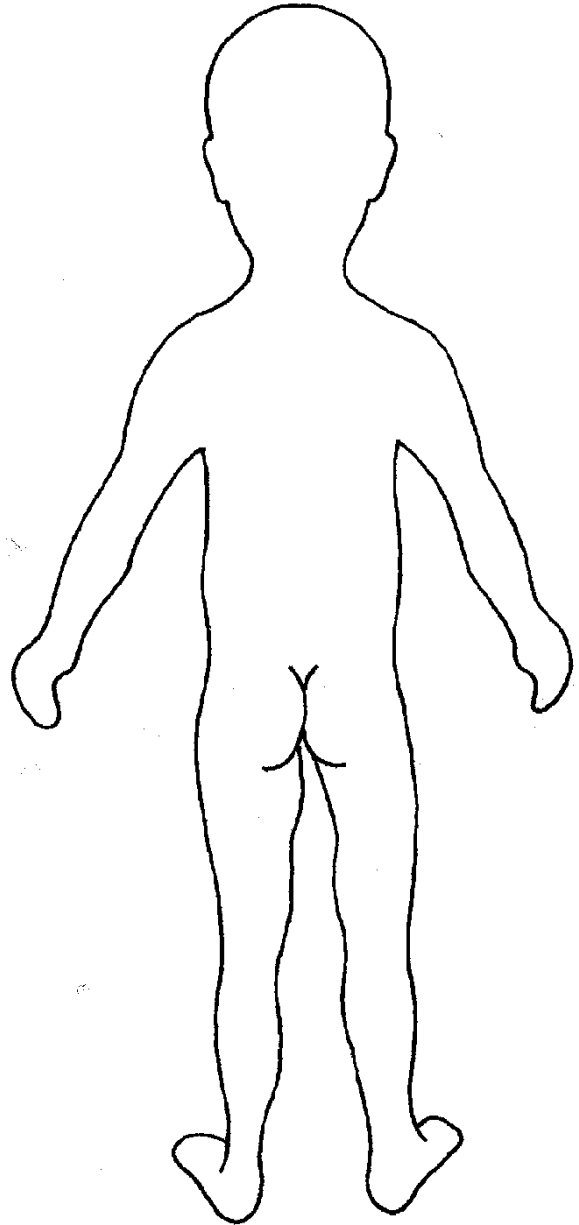
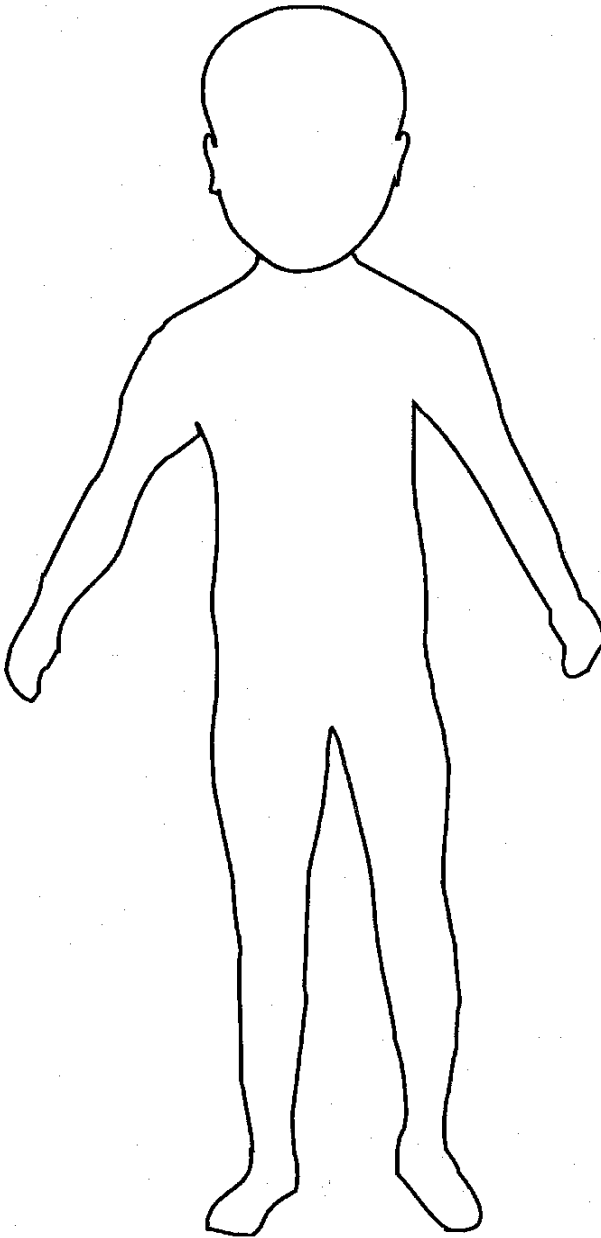
Importantly the date and time of the recording must be stated as well as the name and designation of the person making the record. Add any further comments as required.

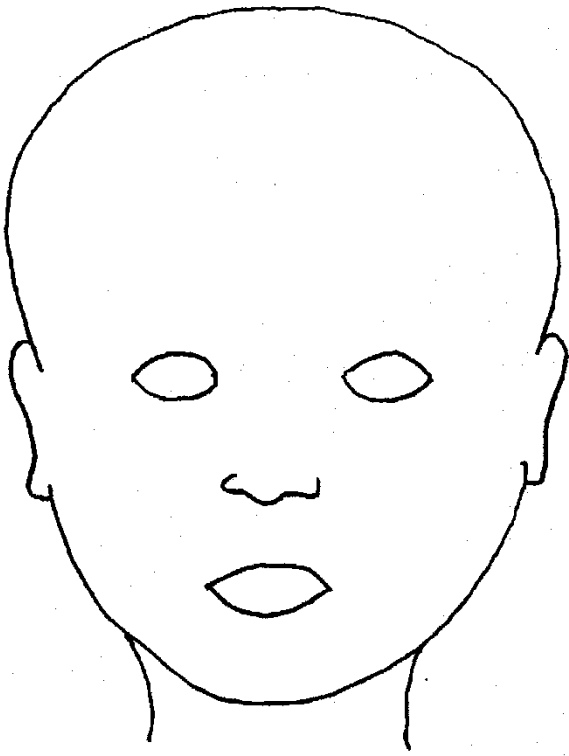
**Ensure First Aid is provided where required and record**

A copy of the body map should be kept on the student's concern/confidential file.

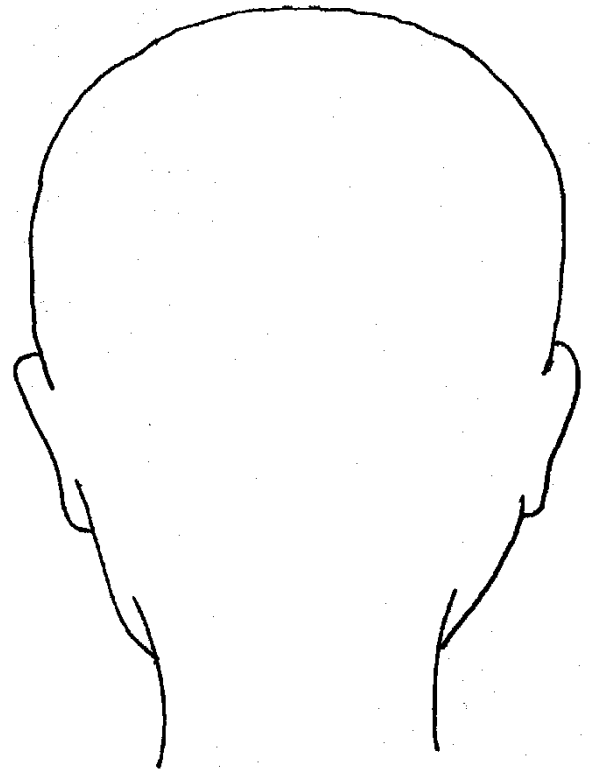
## BODYMAP

(This must be completed at time of observation)

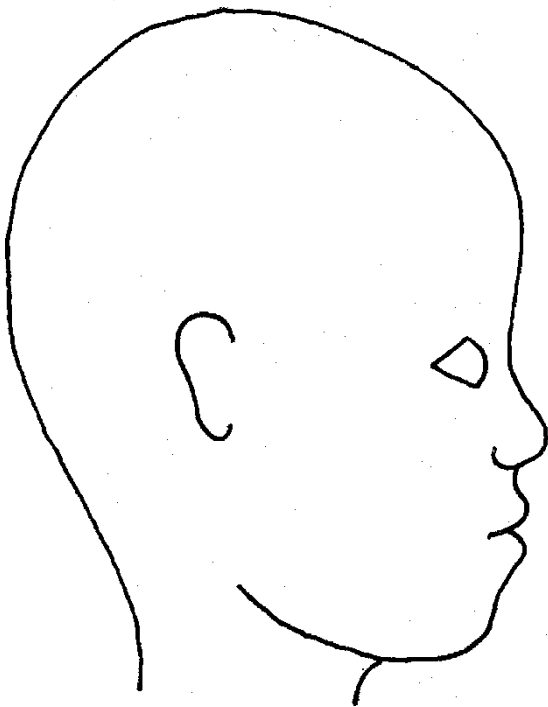




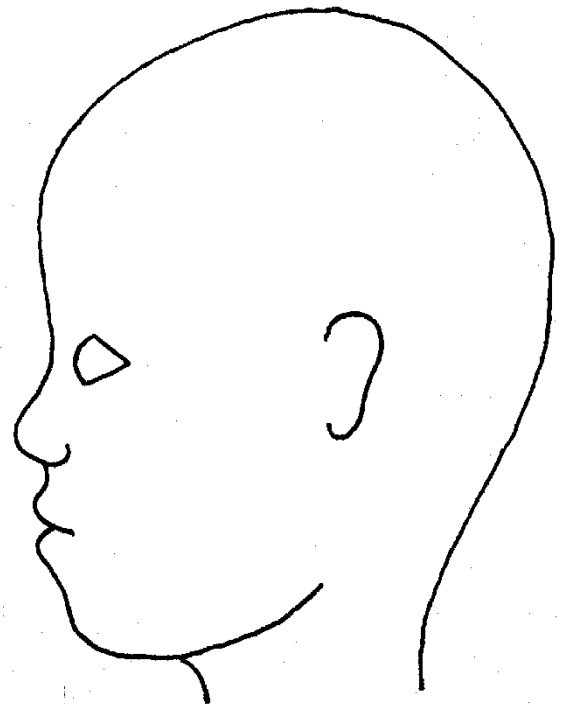
**FRONT**



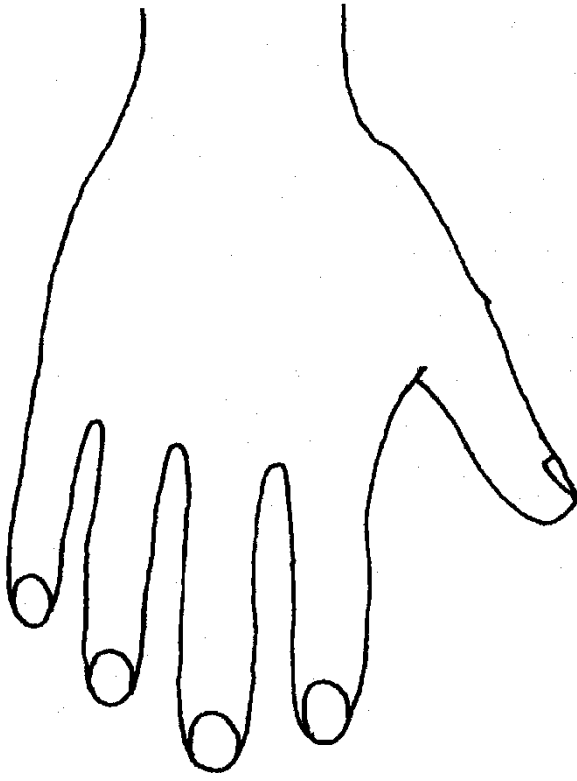
**BACK**



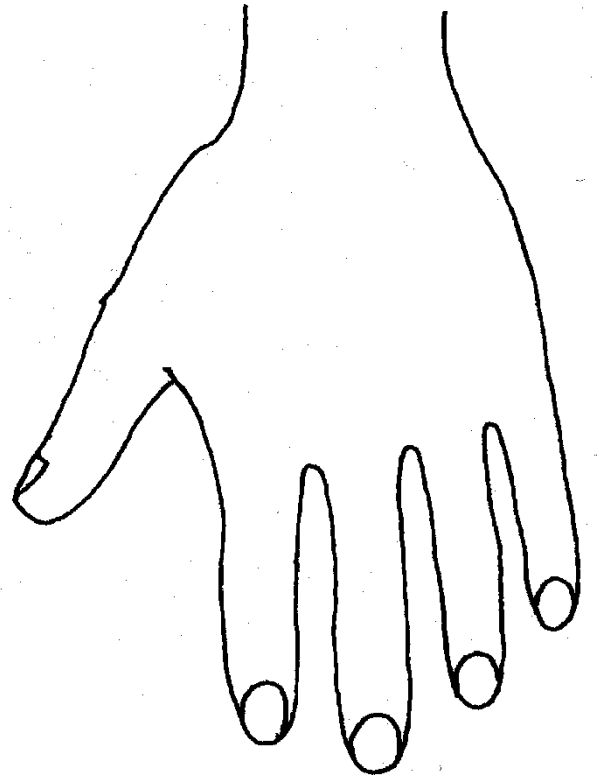
**RIGHT**



**LEFT**

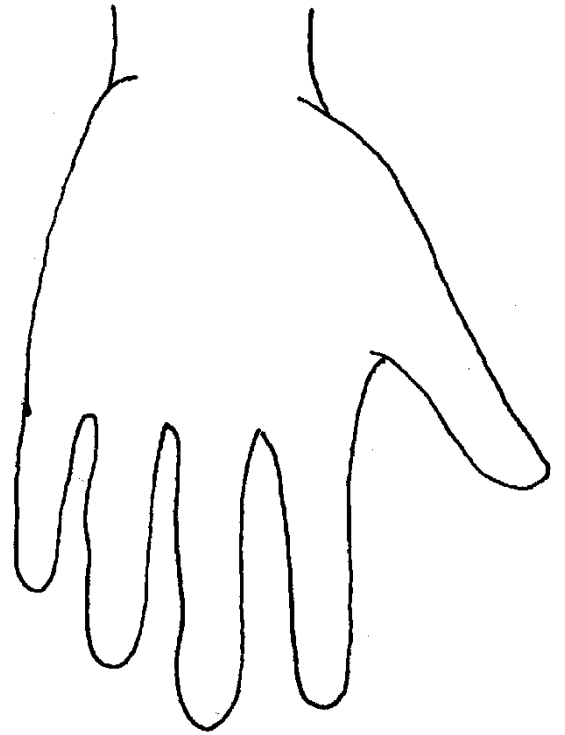
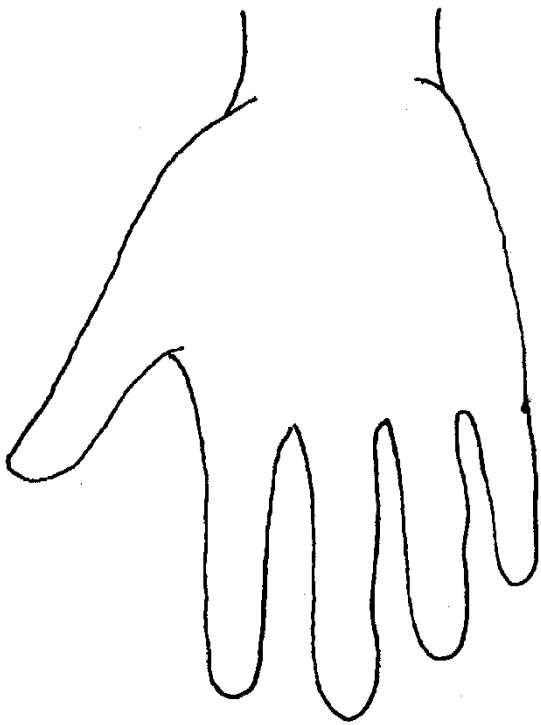


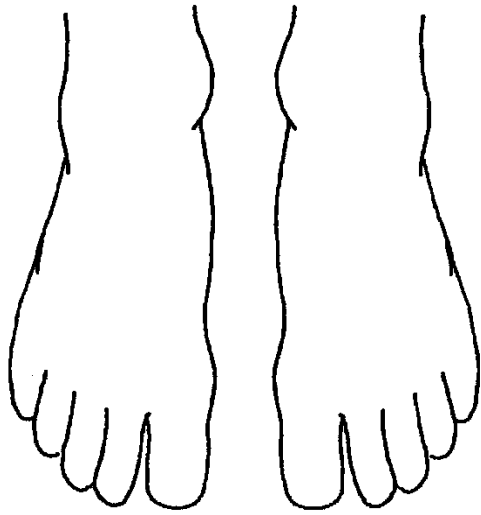
R



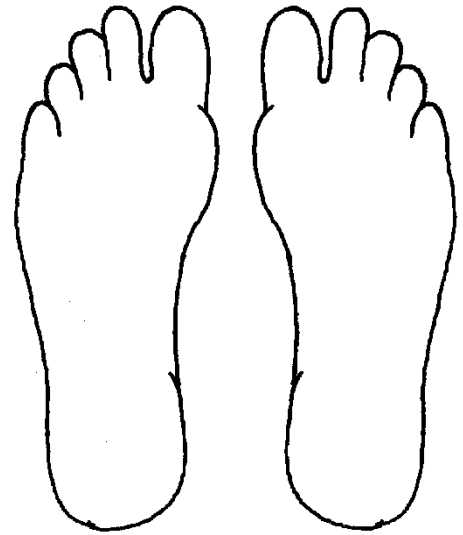
L

BACK

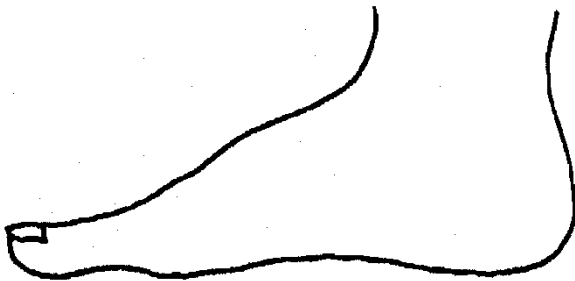




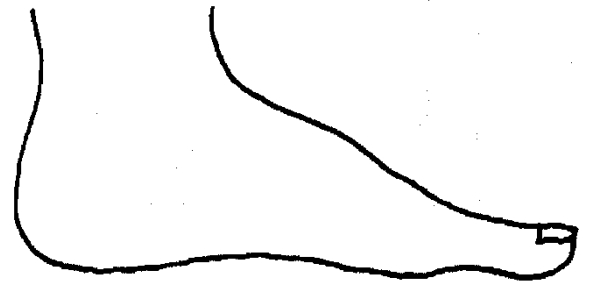
R TOP L



R BOTTOM L



R

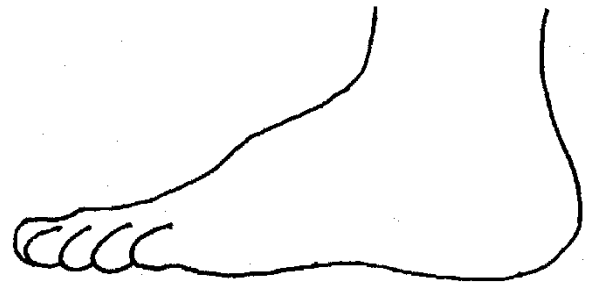


L

INNER



R



L

OUTER

## Appendix 3: Categories of Abuse

For the purposes of this policy, “**abuse**” is defined as a form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Children may be abused in a family, institutional or community setting by those known to them or by others, e.g. via the internet. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by one or multiple adults or other children.

For the purposes of this policy, “**physical abuse**” is defined as a form of abuse which may involve actions such as hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical abuse can also be caused when a parent fabricates the symptoms of, or deliberately induces, illness in a child.

For the purposes of this policy, “**emotional abuse**” is defined as the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child’s emotional development. This may involve conveying to a child that they are worthless, unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child the opportunities to express their views, deliberately silencing them, ‘making fun’ of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children, such as interactions that are beyond their developmental capability, 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 the child to frequently 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, but it may also occur alone.

For the purposes of this policy, “**sexual abuse**” is defined as abuse that involves forcing or enticing a child to take part in sexual activities, not necessarily involving violence, and regardless of whether the child is aware of what is happening. This may involve physical contact, including assault by penetration, or non-penetrative acts, such as masturbation, kissing, rubbing, and touching outside of clothing. It may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can be perpetrated by people of any gender and age.

For the purposes of this policy, “**neglect**” is defined as the persistent failure to meet a child’s basic physical and/or psychological needs, likely to result in serious impairment of a child’s health or development. This may involve a parent or carer failing to provide a child with adequate food, clothing or shelter (including exclusion from home or abandonment); failing to protect a child from physical or emotional harm or danger; failing to ensure adequate supervision (including through the use of inappropriate caregivers); or failing to ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child’s basic emotional needs.

All staff will be aware of the indicators of abuse and neglect. All staff will be aware that abuse, neglect and other safeguarding issues are rarely standalone events that can be given a specific label, and multiple issues often overlap one another; therefore, staff will be vigilant and always raise concerns with the DSL. All staff, especially the DSL and deputy DSL(s), will be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments; this includes being aware that pupils can be at risk of abuse or exploitation in situations outside their families (extra-familial

harms). All staff will be aware of the appropriate action to take following a pupil being identified as at potential risk of abuse and, in all cases, will speak to the DSL if they are unsure.

All staff will be aware that technology is a significant component in many safeguarding and wellbeing issues, including online abuse, cyberbullying, and the sharing of indecent images.

## **Appendix 4: Keeping yourself safe when responding to disclosures (the 6 R's – what to do if...)**

### **1. Receive**

- Keep calm
- Listen to what is being said without displaying shock or disbelief
- Take what is being said to you seriously
- Note down what has been said

### **2. Respond**

- Reassure the pupil that they have done the right thing in talking to you
- Be honest and do not make promises you cannot keep e.g. "It will be alright now"
- **Do not promise confidentiality;** you have a duty to refer
- Reassure and alleviate guilt, if the pupil refers to it e.g. "you're not to blame"
- Reassure the child that information will only be shared with those who need to know

### **3. React**

- React to the pupil only as far as is necessary for you to establish whether or not you need to refer the matter, but do not interrogate for full details
- **Do not** ask leading questions; "Did he/she....?" Such questions can invalidate evidence.
- **Do** ask open "TED" questions; Tell, explain, describe
- Do not criticise the perpetrator; the pupil may have affection for him/her
- Do not ask the pupil to repeat it all for another member of staff
- Explain what you have to do next and who you have to talk to

### **4. Record**

- Make some brief notes at the time on any paper which comes to hand and write them up as soon as possible
- Do not destroy your original notes
- Record the date, time, place, any non-verbal behaviour and the words used by the child. Always ensure that as far as possible you have recorded the actual words used by the child.
- Record statements and observable things rather than your interpretations or assumptions

### **5. Remember**

- Contact the designated safeguarding lead (DSL)
- The DSL may be required to make appropriate records available to other agencies
- **LSCB:** [www.LSCB.org.uk](http://www.LSCB.org.uk)

### **6. Relax**

- Get some support for yourself, dealing with disclosures can be traumatic for professionals

### Supervision Process

Holly Park expects all EYFS staff to take part in regular supervision sessions.

The main purposes of the supervisory process are:

- To ensure regular opportunities to discuss Safeguarding issues or concerns
- To ensure there are clear channels of communication
- To ensure that the worker is fulfilling their responsibilities to the expected standards;
- To provide support to the worker;
- To identify the professional development and learning needs of the worker.

We have agreed on the following structure for the supervision

Sessions, which will typically:

- Be offered as and when needed (an open door policy)
- More formal opportunities take place half termly which will last about 20 mins, be uninterrupted, unless by prior agreement. Be held in a mutually agreed setting, which is quiet and ensures privacy. Be booked in advance . If a supervision date has to be altered by either party, a new date and time should be fixed straight away.
- A supervision record sheet should be filled in as a record that the meeting took place
- The record should be kept by the Supervisor
- The supervision sessions **DO NOT** replace the need for staff to fill in safeguarding alert forms as required or follow the normal school procedures on reporting
- The supervision form will be given to the Headteacher at the end of the academic year and will be placed in the staff file.

**Appendix 6**

**SUPERVISION RECORD**

Name of Supervisor .....

Name of Supervisee .....

Date of meeting .....

Signed by Supervisor \_\_\_\_\_

Signed by Supervisee \_\_\_\_\_

Date of meeting .....

Signed by Supervisor \_\_\_\_\_

Signed by Supervisee \_\_\_\_\_

Date of meeting .....

Signed by Supervisor \_\_\_\_\_

Signed by Supervisee \_\_\_\_\_

Date of meeting .....

Signed by Supervisor \_\_\_\_\_

Signed by Supervisee \_\_\_\_\_

Date of meeting .....

Signed by Supervisor \_\_\_\_\_

Signed by Supervisee \_\_\_\_\_

Date of meeting .....

Signed by Supervisor \_\_\_\_\_

Signed by Supervisee \_\_\_\_\_

## **Appendix 7 Private Fostering**

### **What is Private Fostering?**

A private fostering arrangement is essentially one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more.

### **Who is Private Foster Carer?**

A child may be privately fostered if s/he does not live with:

- Parent or legal guardian
- Grandparent
- Brother or sister

### **Some Common Examples of Private Fostering:**

- A teenager who isn't getting on with their parents so goes to live with a friend's family.
- Parents who pay someone to care for their children while they are away working or studying.
- Children who are sent from abroad to live with other families in the UK.
- Children who are placed with a family friend or relative as a result of parental separation, divorce, arguments at home or a parent being hospitalised.

**If you think that a child may be privately fostered or is about to enter into a private fostering arrangement, then you must follow this process:**

Make your Safeguarding Lead and Head Teacher aware of the situation

A referral then needs to be made to the MASH Team

MASH team will refer onto appropriate agency who will then gather information to determine whether child is privately fostered

If the child is privately fostered then the case will be allocated to a Social Worker who will assess, visit and support the child, parents and private foster carer.

## Appendix 8

### Google Meet Guidelines

#### 1. Pupil conduct and expectations

- The school will ensure that pupils are aware of the Acceptable Use Agreement – Pupils. This is contained in the admission pack which parents sign as they join the school.
- Pupils will be reminded that they should take part in live online lessons in an appropriate setting, e.g. a quiet space with a neutral background. Any devices should be used in communal areas of your home e.g. in your lounge or kitchen, **but not in bedrooms.**
- Pupils should attend sessions each week and be on time
- Pupils should have their cameras on at all times
- Pupils must wear suitable clothing.
- Pupils will be reminded not to record live online lessons on their devices. Screenshots or sharing of any footage is strictly forbidden.
- Pupils will be reminded not to speak during live online lessons unless they are prompted to do so or have a question about the lesson.
- Pupils will be reminded to adhere to the school's Behaviour Policy at all times during live online sessions, as they would during a normal school day.
- The school will ensure that any pupils who breach the code of conduct will be removed from online sessions and parents contacted.
- Pupils must keep their microphones muted during live video meet ups, until invited to unmute and speak by their teacher.
- A chat function will not be in use and the children should not attempt to write anything in chat.
- Any unacceptable behaviour during a live video meet up will be dealt with in accordance with the school's Behaviour Policy. Unacceptable behaviour may result in a child being asked to leave a meet up immediately.
- Pupils must leave the live video meet up immediately on being instructed to do so by their teacher at the end of the session.

#### Parent/ Carer Expectations:

- Parents will be provided with a copy of the school Blended Learning Policy and the Live Online Session Home school Policy
- Parents will make sure their child attends the session and is punctual for all live sessions
- Parents/ carers must stay in the room with their child for the duration of the session but should NOT be seen on the screen by other children.
- Parents/ carers must ensure that their child wears suitable clothing, as should anyone else in the household who may pass by the screen.
- Language used by anybody in the household must be appropriate, including any family members in the background.
- Parents/careers will not use Google Classroom to contact a member of staff and will instead use the school office email address.
- Parents/ carers should refrain from interacting with the session. If you have any questions or queries about online sessions or online learning in general, please contact the school office by phone or by emailing [office@hollypark.barnet.sch.uk](mailto:office@hollypark.barnet.sch.uk)
- Parents/carers should contact the school's Designated Safeguarding Lead (Maria Michael) if they have any safeguarding concerns.

#### Staff conduct and expectations:

- Staff will be aware of the requirements set out in the Staff Code of Conduct and will ensure they understand their responsibilities with regard to conduct during live online lessons. All teachers will act in accordance with the expectations set out in the school's Staff Handbook and the Staff Code Of Conduct document.
- The school will ensure that staff read, sign and return the Technology Acceptable Use Agreement – Staff annually.
- Staff will only use school-provided email addresses, phone numbers or accounts to communicate with pupils when conducting live online sessions.
- Staff will use school-owned devices for conducting live online sessions, where possible.
- Staff will not share personal information whilst conducting live online lessons.
- Staff will ensure they conduct their live online session from an appropriate location – either the classroom, or if this is not possible, from a quiet area in their home which has a neutral background. For example in a school classroom or in a lounge/ kitchen at home, **but not in bedrooms.**
- Staff will communicate with pupils within school hours
- Staff will only communicate and conduct live online sessions through channels approved by the school.
- Staff will keep a log of anything untoward that happens during live online lessons and report it. E.g. pupil behavioural issues, any incident in their own home that pupils may witness, technical glitches, inappropriate language, parental interference or bad language etc and ensure it is properly documented in line with the school's Records Management Policy and reported to either the Deputy Head or Computing lead as appropriate depending on the nature of the problem.
- Live sessions should be kept to a reasonable length of time – 30 mins.

#### 1.5.

- Teachers will group their class into 3 groups of 10 children for meet ups as a minimum. Teachers may prefer to have 4 groups. Please note that children cannot move between groups.
- Teachers will create a weekly timetable for the meet ups and this will be communicated to parents/ carers via the school office and our school messaging service. The time will stay fixed.
- Teachers will keep an attendance register of pupils so we can follow up on pupils who do not attend
- Teachers will enter the live video meet up at the designated start time, and only if they are certain there is more than one pupil present. **Teachers should never be alone with a child in a live video meet up.**

- Teachers will set the behaviour expectations for the children at the beginning of the meet up. They will mute all children's microphones and only unmute children when they are invited to speak.
- Teachers will deal with any unacceptable behaviour in accordance with the school's Behaviour Policy. If a child is behaving inappropriately, the teacher may need to ask the child to leave a session immediately.
- If a teacher feels that a child/ parent or carer is not following the Live Video Safeguarding Expectations, they will ask the child to leave the meet up immediately.
- Language must be professional and appropriate at all times.
- Teachers will ask all pupils to leave the live meet up at the end of the session and then end the meeting.
- Members of the school's Senior Leadership Team may attend a selection of meet ups and monitor class areas on Google Classroom to ensure that the Safeguarding Expectations are being adhered to by children, parents and staff.

## Appendix 9

### Staff Disqualification Declaration

Name of school:	
Name of staff member:	Position:
<b>Orders and other restrictions</b>	<b>Yes/No</b>
Have any orders or other determinations related to childcare been made in respect of you?	
Have any orders or other determinations related to childcare been made in respect of a child in your care?	
Have any orders or other determinations been made which prevent you from being registered in relation to childcare, children's homes or fostering?	
Are there any other relevant orders, restrictions or prohibitions in respect of you as set out in Schedule 1 of the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018?	
Are you barred from working with children by the DBS?	
Are you prohibited from teaching?	
<b>Specified and statutory offences</b>	
Have you ever been cautioned, reprimanded, given a warning for or convicted of:	
• Any offence against or involving a child?	
• Any violent or sexual offence against an adult?	
• Any offence under The Sexual Offences Act 2003?	
• Any other relevant offence?	
Have you ever been cautioned, reprimanded for or convicted of a similar offence in another country?	
<b>Provision of information</b>	
If you have answered yes to any of the questions above, provide details below. You may provide this information separately, but you must do so without delay.	
Details of the order restriction, conviction or caution:	
The date(s) of the above:	
The relevant court(s) or body/bodies:	
<b>You should also provide a copy of the relevant order, caution, conviction, etc. In relation to cautions and/or convictions, a DBS certificate may be provided.</b>	
<b>Declaration</b>	
In signing this form, I confirm that the information provided is true to the best of my knowledge and that:	
<ul style="list-style-type: none"> <li>• I understand my responsibilities to safeguard children.</li> <li>• I understand that I must notify the headteacher immediately of anything that affects my suitability to work</li> </ul>	

within the school. This includes any cautions, warnings, convictions, orders or other determinations made in respect of me that would render me disqualified from working with children.	
Signed:	
Print name:	
Date:	

