



**Holmer Green Senior  
School**

Safeguarding  
(Child Protection)  
Policy

September 2020

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## **Holmer Green Senior School Safeguarding (Child Protection) Policy**

### **1. Introduction and Background**

- 1.1 Children can be abused in any section of our society. Abuse occurs in all groups, and in all classes. Children may suffer abuse by a family member or family friend, by professionals, by those who are in a caring role and by strangers. It can take many forms – see Appendix 1 and 2.
- 1.2 Responding to and managing suspicions and allegations of child abuse demands much of professionals. They have to be sensitive both to the child's needs and to the distress which investigations are likely to arouse in families; these may be conflicting. They have to recognise that our society embraces a variety of child rearing practices, and be able to be both sensitive to and tolerant of customs and views which may be held by minority groups, whilst at the same time distinguishing what is an acceptable level of difference and what is not.
- 1.3 The Governing Board of Holmer Green Senior School, takes seriously its responsibility under section 175 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.
- 1.4 The Policy has been developed in accordance with the principles established by the Children Act 1989 and 2004; the Education Act 2002, and in line with government publications:
  - Working Together to Safeguard Children, 2018;
  - Framework for the Assessment of Children in Need and their Families, 2000;
  - What to do if you are worried a child is being abused, 2015;
  - Buckinghamshire Local Safeguarding Children Boards – Child Protection Procedures;
  - Keeping Children Safe in Education 2020;
  - Information Sharing, 2018.
  - The Counter Terrorism & Security Act 2015
  - January 2014, Ofsted 'Private fostering: better information, better understanding'.
  - Guidance for safer working practice for those working with children and young people in education settings, 2019
  - Teaching online safety in school, 2019

This Policy should be read in conjunction with the school's Staff Code of Conduct Policy and all ICT guidelines.

- 1.5 We fully understand that all staff and Governors have a full and active part to play in protecting students from harm, and the child's welfare is our paramount concern. They will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities.

## 2. Aims

- 2.1 At Holmer Green Senior School we are committed to Safeguarding children and young people and we expect everyone who works in our school to share this commitment.

Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. All staff believe that our school should provide a safe, caring, positive and stimulating environment that promotes social, physical, mental and moral development of the individual child.

Safeguarding and promoting welfare of children is defined as:

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

- 2.2 Child Protection is a part of Safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Effective Child Protection is essential as part of wider work to safeguard and promote the welfare of children. However, all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

This Policy sets out the procedures and systems in place in Holmer Green Senior School to ensure:

- We aim to prevent students from being influenced by extremist doctrine and to follow British values.
- We practise safe recruitment in checking the suitability of staff and volunteers who work with our students;
- We raise awareness of Child Protection issues and equipping children with the skills needed to keep them safe;
- We develop and implement procedures for identifying and reporting cases, or suspected cases, of abuse;
- We support students who have been abused in accordance with their agreed Child Protection plan;
- We establish a safe environment in which students can learn and develop.

The aims of this Policy are:

- To support the child's development in ways that will foster security, confidence and independence;
- To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to;
- To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse (Reference Appendices 1 and 2);
- To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children;

- To emphasise the need for good levels of communication between all members of staff.
- To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse;
- To develop and promote effective working relationships with other agencies, especially the Police and Social Care;
- To ensure that all staff working within our school who are in regulated activity with children, have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance), and a single central record is kept for audit.
- To ensure that all staff understand their duty to have due regard to the need to prevent people from being drawn into terrorism. Being drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.
- To ensure staff have the skills to create safe spaces in which children and young people can understand and discuss sensitive topics, including terrorism and the extremist ideas that are part of terrorist ideology, and learn how to challenge these ideas. The Prevent duty of staff is not intended to limit discussion of these issues. Staff should, however, be mindful of their existing duties to forbid political indoctrination and secure a balanced presentation of political issues.

2.3 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 appear withdrawn.

We are alert to the potential need for early help for a child who:

- Is disabled and has additional needs;
- Has a special educational need;
- Is a young carer;
- Is showing signs of engaging in anti-social or criminal behaviour (including gang involvement and association with organised crime groups);
- Is frequently missing/goes missing from care or from home;
- Is at risk of modern slavery, trafficking or exploitation
- Is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health, domestic violence;
- Is misusing drugs or alcohol themselves;
- Has returned to their family from care;
- Is a privately fostered child.
- Is showing early signs of abuse/neglect.
- Is at risk of radicalisation or exploitation
- Is at risk of sexual exploitation

The school will endeavour to support the student through:

- The content of the curriculum, including opportunities in assemblies, PSHE, and other subject curriculum in order that students can develop the skills they need to recognise and stay safe from abuse;
- The school ethos, promoting a supportive and secure environment and giving the student a sense of being valued;
- A School Behaviour Policy which is aimed at supporting all students in the school;
- Liaison with outside agencies that support the student such as Early Help Hub, Safeguarding and Social Care, CAMHS, and Education Welfare Service.

### **3. Procedures**

- 3.1 All parents/carers are made aware of the school's responsibilities in regard to Child Protection procedures through publication of the school's Safeguarding (Child Protection) Policy and Safeguarding Summary on the school website.
- 3.2 Our Lettings Policy will seek to ensure the suitability of adults working with children on school sites at any time.
  - 3.3.1 Community users organising activities for children are aware of and understand the need for compliance with the school's Safeguarding policy.
  - 3.3.2 Contractors on site are either subject to a Certificate of Assurance and photo ID via their employer; are only on site when students are not present or are accompanied by a member of staff.
- 3.4 Our Recruitment Policy includes all checks on staff and regular volunteers' suitability including Disclosure and Baring checks as recommended by the LA and in accordance with current legislation.
- 3.5 The name of any member of staff considered not suitable to work with children will be notified to the Teaching Regulation Agency (TRA), with the advice and support of Human Resources. The Teaching Regulation Agency can prohibit a teacher from teaching in schools or other organisations.
- 3.6 Our procedures will be annually reviewed and up-dated.
- 3.7 The name of the Safeguarding Lead will be clearly shown in the school, with a statement explaining the School's role in referring and monitoring cases of suspected abuse.
- 3.8 Contracts with external providers will comply with our school policies.

### **4. Confidentiality**

- 4.1 We recognise that all matters relating to Safeguarding are confidential. The Headteacher or Designated Safeguarding Lead will disclose personal information about a student to other members of staff on a need to know basis only.
- 4.2 However, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children and to balance the risk of sharing with the risk of not sharing.
- 4.3 All staff must be aware that they cannot promise a child to keep secrets, which might compromise the child's safety or well-being or that of another.
- 4.4 We will always undertake to share our intention to refer a child to the First Response team with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. (See Appendix 6).

### **5. Information Sharing**

- 5.1 The DfE issued guidance Information Sharing July 2018. This refers to the seven golden rules of information sharing (also see appendix 9):
  - Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified

information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.

- Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
- Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
- Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.
- Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
- Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
- Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

Holmer Green Senior School also works collaboratively with the appropriate Local Authority in order to share information about the attendance and/or absences of that child as the local authority deems necessary.

The school also informs the relevant Local Authority immediately if a child is removed from roll so that the Local Authority can as part of their duty, identify children of compulsory school age who are missing education.

## **6. Supporting Staff**

- 6.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.
- 6.2 We will support such staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to seek further support. This could be provided by the Headteacher or another trusted colleague, Occupational Health, the employee assistance programme and/or a representative of a professional body or trade union, as appropriate.
- 6.3 In consultation with all staff, we have adopted a code of conduct for staff at our school. This forms part of staff induction and is in the handbook of staff personnel policies. We understand that staff should have access to advice on the boundaries of appropriate behaviour.

## 7. Allegations against staff

- 7.1 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults. Where an allegation is made against an agency (supply) teacher, the headteacher will immediately contact both the agency concerned and the LADO. The school will continue to support any investigation that is required.
- 7.2 All staff should be aware of the school's Behaviour Policy which can be found on the school website.
- Where a member of staff is involved in an incident outside of school that could have an impact on their suitability to work with children, they must inform the school without delay. Advice will then be sought as to the course of action.
- 7.3 We understand that a student may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher or the most senior leader available if the Headteacher is not present.
- 7.4 The Headteacher/senior leader on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO). The purpose of an initial discussion is for the LADO and case manager to consider the nature, content and context of the allegation and a course of action.
- 7.5 If the allegation made to a member of staff concerns the Headteacher or the Designated Safeguarding Lead, the person receiving the allegation will immediately inform the Chair of Governors or the LADO, without notifying the Headteacher first. If the allegation involves the Chair of Governors then this should be reported to directly to the LADO.
- 7.6 The school will follow the LA procedures for managing allegations against staff which can be found on the school website.
- 7.7 Suspension of the member of staff against whom an allegation has been made needs careful consideration, and we will consult with the LADO in making this decision.
- 7.8 If a suspension is made, following Local Authority procedures restrictions will apply to all staff regarding contact whilst suspended including the use of social media such as Facebook and Twitter.
- 7.9 Our lettings agreement for other users requires that the organiser will follow LA procedures for managing allegations against staff and, where necessary, the suspension of adults from school premises.
- 7.10 The following definitions should be used when determining the outcome of allegation investigations:
- **Substantiated:** there is sufficient evidence to prove the allegation;
  - **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
  - **False:** there is sufficient evidence to disprove the allegation;

- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.
- **Unfounded:** there is no evidence or proper basis which supports the allegation being made, that the person making the allegation misinterpreted the incident or was mistaken about what they saw or may not have been aware of all the circumstances.

## 8. Whistleblowing

- 8.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.

All staff should be aware of their duty to raise concerns, where they exist, about the management of Child Protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the LADO following the Whistleblowing Policy or call the NSPCC whistleblowing helpline on 0800 028 0285 or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

Whistle-blowing issues with regard to the Headteacher should be made to the Chair of the Governing Body by emailing: [clerktogovernors@holmer.org.uk](mailto:clerktogovernors@holmer.org.uk)

## 9. Physical Intervention

- 9.1 Our Policy on physical intervention/positive handling by staff is set out separately within the Behaviour Policy, which complies with DfE Guidance. Appendix 14 outlines Holmer Green Senior School's Risk assessment audit that is used to minimise the use of reasonable force where possible by identifying possible trigger points and mitigating against them.
- 9.2 This Policy states that staff must only ever use physical intervention as a last resort, e.g. when a child is endangering him/herself or others and that, at all times it must be the minimal force necessary to prevent injury to another person.
- 9.3 Headteachers and authorised staff can use force as is reasonable the circumstances to conduct a search for the following prohibited items: knives and weapons, alcohol, illegal drugs, stolen items, cigarettes and tobacco, fireworks, pornographic images, or any article that has been or is likely to be used to commit an offence, cause personal injury or damage property.
- 9.4 If the use of force is necessary, reasonable adjustments for disabled children and children with special educational needs will be made.
- 9.3 Such events should be recorded and signed by a witness.
- 9.4 We understand that physical intervention of a nature which causes injury or distress to a child may be considered under Child Protection or disciplinary procedures.
- 9.5 We recognise that touch is appropriate in the context of working with children, and all staff have been given 'Safe Practice' guidance to ensure they are clear about their professional boundary.

## 10. Anti-Bullying

- 10.1 Our school Policy on prevention and management of bullying is set out in a separate Policy and acknowledges that to allow or condone bullying may lead to consideration under Child Protection procedures.  
(Appendix 6)

This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse.

All staff are made aware that Safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), physical abuse, sexual violence, sexual harassment, upskirting, sexting, physical abuse, initiating/hazing type violence and rituals.

Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

At Holmer Green Senior School we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Occasionally, allegations may be made against students by others in the school, which are of a Safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a Safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this student
- indicates that young people outside the school may be affected by this student

At Holmer Green Senior School we will support the victims of peer on peer abuse and this is clearly set out in the school Anti-bullying Policy.

In addition, any incidences of sexting will be dealt with in accordance with government guidelines. (Appendix 4)

## **11.0 Racist Incidents**

11.1 Our Policy on racist incidents is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under Child Protection procedures. We keep a record of racist incidents. This log is shared with the Local Authority.

## **12.0 Online safety & remote learning**

The use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation; technology often provides the platform that facilitates harm.

At Holmer Green Senior School we protect our students by having robust filters, and monitoring access to websites. We educate our students through the PSHCE & ICT curriculum as well as assemblies and updates to parents.

When children are being asked to learn online at home additional support and guidance has been put in place for staff, parents and students.

## **12.0 Special Educational Needs**

Children and young people with special educational needs and disabilities can face additional Safeguarding challenges because:

- There may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- Difficulties may arise in overcoming communication barriers.

At Holmer Green Senior School we identify pupils who might need more support to be kept safe or to keep themselves safe by regular monitoring using the Pastoral team, Heads of Year and Learning Support team. Further we ask staff that with students who have SEN and where there are noticeable changes in behaviour, mood or injury we explore the possibility that this maybe as a result of possible abuse and not just their SEN or disability.

## **13.0 Prevention**

13.1 We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

13.2 The school community will therefore:

13.2.1 Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to;

13.2.2 Include regular consultation with children e.g. through safety questionnaires, participation in anti-bullying week, participation in year and student councils; Pass survey/well-being survey; head student meetings and feedback from MIND mentors.

13.2.3 Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty;

13.2.4 Include Safeguarding across the curriculum, including PSHCE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular this will include anti-bullying work and e-safety.

13.2.5 Ensure all staff are aware of school guidance for their use of mobile technology and have discussed Safeguarding issues around the use of mobile technologies and their associated risks.

13.2.6 Ensure that all staff have read the "Student ICT policy" that refers to the use of mobile devices, when students are asked to access online content in class using their own 3G/4G network.

## **14.0 Health & Safety**

14.1 Our Health & Safety Policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school and when undertaking school trips and visits.

## **15.0 Roles and Responsibilities**

15.1 The school will ensure the designation of a Designated Safeguarding Lead, Deputy Safeguarding Lead and a governor responsible for Child Protection

### **All Staff**

Due to day-to-day contact with students, staff are well placed to observe the outward signs of abuse. Students will often identify with an adult in the school someone who will listen to their concerns and be supportive. All staff should therefore:

- Keep the student's welfare as paramount;
- Establish and maintain an environment where students feel secure, are encouraged to talk, and are listened to;
- Ensure students know that there are adults in the school whom they can approach if they are worried;
- Make it clear at disclosure by a student that not all issues can be kept confidential as staff have a duty of care and must report any issues of alleged abuse or at-risk behaviour;
- Report any issues to the members of staff responsible for Safeguarding and complete a concern on our electronic system CPOMS. For visitors without access to CPOMS a Record of Concern form is available from Reception. (Appendix 6)
- Receive regular Safeguarding updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.
- Referring a child to Social Care if there are concerns about possible abuse or neglect. Anyone can make a referral and if for any reason a staff member thinks a referral is appropriate and one hasn't been made they can and should consider making a referral themselves. (See Appendix 11).
- If, a child is in immediate danger or is at risk of harm a referral should be made to children's social care and/or the police immediately.
- All staff should also be to be familiar with 'What to do if you're worried a child is being abused'.

### **Pastoral Staff**

Pastoral Staff receive lots of information about students in the school. They have the opportunity to build strong relationships with students and families. In addition to responsibilities as a member of staff, Heads of Year, The Pastoral Manager & Pastoral Leaders must:

- Work in partnership with internal and external agencies by sharing information;

- Attend meetings bringing to the attention of the group any issues related to individual students and to provide updates regarding progress. Issues include behaviour, attendance (see Appendix 13), self-harming and other areas of concern;
- Ensure the completion of MARF referrals in relation to students requiring referral to outside agencies;
- Refer a child to social care if there are concerns about possible abuse or neglect;
- Liaise with families to discuss any concerns and where deemed appropriate, advise them of the intention to refer to Safeguarding and First Response.
- Attend case conferences and Safeguarding meetings with appropriate agencies relating to individual issues and Child Protection plans;
- Keep accurate written records on individual concerns. Each student on CP/CIN Plan should have a Child Protection file in addition to their school file. The Child Protection files are kept secure and available for scrutiny by the Local Authority;
- Ensuring that, where a student on the Safeguarding Plan leaves, their information is transferred to the new school immediately and that the student's social worker is informed;
- Ensure that CP files are securely transferred, and that confirmation of their receipt is obtained.
- Notify Safeguarding and Social Care if there is an unexplained absence for more than two days of a student who is subject to a Safeguarding Plan

### **Senior Leader: Designated Safeguarding Lead**

The Designated Safeguarding Lead is responsible for Safeguarding and Child Protection at Holmer Green Senior School. The key role of the Designated Safeguarding Lead is to:

- Manage referrals from school staff or any others from outside the school;
- Work with external agencies and professionals on matter of safety and Safeguarding;
- Undertake training; attend training every two years; and in addition to formal training, knowledge and skills should be refreshed at regular intervals, at least annually.
- Have oversight of those students who are potentially at greater risk of harm such as those with a social worker, children with mental health problems, looked after and previously looked after children, young carers, and those with Special Educational Needs.
- Raise awareness of Safeguarding and Child Protection amongst the staff and parents;
- Ensure that Child Protection information is transferred to the pupil's new school.

The DSL must:

- Work in liaison with all the internal and external agencies related to Child Protection to ensure a good level of support for all individual students raising concern;
- Ensure that every member of staff (including temporary and supply staff and volunteers) and Governing Body knows the name of the Designated Safeguarding Lead and their role;

- Ensure all staff and volunteers understand their responsibilities in being alert to the signs of abuse and responsibility for referring any concerns to the designated person responsible for Child Protection;
- Share information as appropriate with Heads of year, Pastoral Managers & Pastoral Leader
- Oversee the school's liaison with Safeguarding and Social Care, CAMHS, Education Welfare Service, behaviour and Child Protection services;
- Liaise with the governor designated with responsibility for Safeguarding & Child Protection;
- Refer a child if there are concerns about possible abuse, to First Response and acting as a focal point for staff to discuss concerns. Referrals should be made online using a Multi-Agency Referral Form (MARF);
- Keeping records of concerns about a child on CPOMS even if there is no need to make an immediate referral;
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records, until the child's 26th birthday, or are sent securely on to the child's next school or college;
- Ensuring that an indication of the existence of the additional file above is marked on the pupil records;
- Liaising with other agencies and professionals; Including for Looked After Children the Virtual School Head to discuss how that funding can be best used to support the progress of looked after children in the school and meet the needs identified.
- Ensuring that either they or the staff member attend case conferences, core groups, or other multi-agency planning meetings, contribute to assessments, and provide a report which has been shared with the parents;
- Ensuring that any pupil currently with a Child Protection plan who is absent in the educational setting without explanation for two days is referred to their key worker's Social Care Team;
- Organising Child Protection induction, and update training every year, for all school staff;
- Providing, with the Headteacher, an annual report for the governing body, detailing any changes to the policy and procedures; training undertaken by the Designated Safeguarding Lead, and by all staff and governors; number and type of incidents/cases, and number of children on the Child Protection register (anonymised).

### **The Headteacher**

The Headteacher has the ultimate responsibility for ensuring the school provides a safe and secure environment for all students and must therefore:

- Ensure that parents have an understanding of the responsibility placed on the school and staff for Child Protection by setting out its obligations on the website
- Ensure the designation of a senior member of staff responsible for Child Protection;
- Follow procedures where an allegation is made against a member of staff or volunteer;
- Ensure safe recruitment practices are followed.

### **Governor Responsible for Safeguarding**

Holmer Green Senior School will ensure that:

All members of the Governing Body understand and fulfil their responsibilities, namely to ensure that:

- There is a Safeguarding Policy together with a staff code of conduct Policy;
- The school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training;
- The school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to Safeguarding concerns, or would have had they not resigned.
- A senior leader has Safeguarding Lead responsibility;
- All other staff have Safeguarding training updated as appropriate;
- Any weaknesses in Child Protection are remedied immediately;
- A member of the Governing Body, usually the Chair, is nominated to liaise with the LA on Child Protection issues in the event of an allegation of abuse made against the Headteacher;
- Child Protection policies and procedures are reviewed annually and that the Child Protection Policy is available on the school website or by other means;
- The Governing Body considers how children may be taught about Safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health Citizenship and economic education (PSHCE) and through sex and relationship education (SRE); Personal Social Health Citizenship and Economic Education (PSHCE) which will also cover sex and relationship education (SRE);
- The Governing Body ensures there is in place appropriate Safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect including sexual abuse or exploitation and to help prevent the risks of their going missing in future.
- That enhanced DBS checks and Barred list checks are in place for the Chair of Governors which is verified by the Secretary of State. Enhanced DBS checks are carried out on all governors.

## **16. The Single Central Record**

Holmer Green Senior School keeps and maintain a single central record of recruitment and vetting checks on the following people (in accordance with Keeping Children safe in Education 2019 paragraphs 148 & 149):

- All staff including teacher trainees on a salaried route, agency and third-party supply staff who work at the school.

Where the school uses an alternative provider of education, the school continues to be responsible for the Safeguarding of that pupil. The school will obtain written confirmation on headed paper from the alternative provider that the appropriate Safeguarding checks have been carried out on individuals working at that establishment to the level at which the school carries out checks on its own staff.

The single central record will be audited at least termly by the Safeguarding Governor

## **17. Disclosure and Barring Service (DBS) checks**

Our selection and Recruitment Policy includes all checks on staff and volunteer's suitability who carry out any regulated activity including Disclosure and Barring Service checks as recommended by the LA and in accordance with current legislation.

DBS checks are further applied in the following way:

- Visitors - DBS checks are not required for visitors who do not have unsupervised access to children.
  - Volunteers - Checks are required only for those who have regular and unsupervised access to children and young people. Anyone who will be visiting once a week, or more than 4 times in a 30 day period will be deemed to be regular and carrying out any regulated activity. However, a risk assessment will be carried out where necessary on any volunteers to see if they meet the criteria for the standard or enhanced DBS.
  - Observation Placements – Those on observation placements will be supervised at all times and have a Barred list check completed.
  - External Staff and agencies – For visiting staff who do have unsupervised regular access to children and young people – such as educational psychologists, social workers, supply teachers, trainee teachers, nurses, sports coaches, MOD personnel and inspectors – their ‘providing’ organisation (for example, the supply agency, the university, primary care trust, local authority and so on) should request the check. It is sufficient, for schools and colleges to seek written confirmation that appropriate checks, including DBS checks have been carried out and by whom  
Other Third Party Contracted Staff – Contracted staff that come into regular contact with children and young people – such as kitchen staff – should be included on the single central record as in the case of agency supply staff, written assurances from the providing organisation
  - Part- time staff with two or more posts – Part-time staff may use the same DBS check for two or more posts as long as they are at a similar level and the school has satisfied itself about their veracity and appropriateness.
  - Police Officers and police staff – These people undergo more stringent checks than those for DBS and that an enhanced DBS disclosure certificate is not required in most circumstances. Police officers and staff who are visiting schools in their professional capacity are only required to produce some form of endorsement of their status and their identity. Their official warrant card or identity card showing the appropriate photographic evidence would be quite sufficient in these circumstances.
  - Agency Staff are permitted access to the school site upon receipt of an assurance from the Agency that full Safer Recruitment checks have been satisfactorily completed. These members of staff have photo ID checks on arrival.
- The school has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child, or if a member of staff has committed one of a number of listed offences and has been removed from paid or unpaid work in regulated activity.
  - All staff have a Prohibition from Teaching Check or a Section 128 Check where relevant (Senior Leaders, department heads and Governors) Elaborate on this
  - Home-stays – if students are staying with families as part of a foreign exchange then an enhanced DBS will be sort for all over the age of 18 in the house, and Holmer Green Senior School will make a decision on those who are over 16, but under 18.

## **18. Safer Recruitment**

Holmer Green Senior School is committed to the principles of safer recruitment and every recruitment panel must include at least one member of staff who has completed the training. Holmer Green Senior School uses the 12 steps to safer recruitment in all its recruitment process as developed by the Children’s Workforce Development Council.

Steps to safer recruitment - Before you release your post:

- Ensure that you have an up to date Recruitment Policy that describes the process and roles before you begin;
- Ensure that your organisation has a Safeguarding Policy and that a statement about the organisation's commitment to Safeguarding is included in all recruitment and selection materials;
- Ensure that you have an up to date job description and person specification for the role(s) you wish to recruit to, that have been agreed with the recruiting manager;
- Ensure that you have an appropriate advertisement prepared that contains all necessary information about the role, timetable for recruitment and your commitment to Safeguarding;
- Ensure that you have compiled a suitable candidate information pack containing all the required information about the organisation, role, recruitment timetable, Safeguarding Policy/statement and application form interview;
- Ensure that each application received is scrutinised in a systematic way by the shortlisting panel in order to agree your shortlist before sending invitations to interview;
- Ensure that all appropriate checks have been undertaken on your shortlisted candidates, including references;
- Ensure that all shortlisted candidates receive the same letter of invitation to interview, supplying them with all necessary information before you select your preferred candidate;
- Ensure that a face-to-face interview is conducted for ALL shortlisted candidates based on an objective assessment of the candidate's ability to meet the person specification and job description; where appropriate. In times of prolonged school closure (eg during a pandemic) interviews may be conducted virtually.
- Ensure that all specific questions designed to gain required information about each candidate's suitability have been asked, including those needed to address any gaps in information supplied in the application form before you formally appoint;
- Ensure that you are able to make a confident selection of a preferred candidate based upon their demonstration of suitability for the role;
- Ensure that your preferred candidate is informed that the offer of employment (including volunteer positions) is conditional on receiving satisfactory information from all necessary checks.

## **19. Communication of Policy**

The Policy will be communicated via the school website and to all staff.

## **20. Evidence of implementation**

Our Safeguarding Policy and Procedures will be monitored and evaluated by:

- Governing Body visits to the school;
- SLT and middle leaders 'drop ins' and discussions with children and staff;
- Pupil surveys and questionnaires;
- Scrutiny of Attendance data;
- Scrutiny of range of risk assessments;
- Scrutiny of GB minutes;
- Logs of bullying/racist/behaviour incidents for SLT and GB to monitor;
- Review of parental concerns and parent questionnaires;
- Review of the use of the HUB & school counsellor
- Review the use of CPOMS

## **21. Review of Policy**

This Policy shall be reviewed every year by the People & Personnel Committee and thereafter by the Full Governing Board.

This Policy also links to our policies on:

- Behaviour for learning
- Staff Behaviour Policy / Code of Conduct
- Anti-Bullying
- Whistleblowing,
- Health & Safety
- Attendance
- Allegations against staff
- Parental concerns
- Curriculum

The Basis of Holmer Green Senior School Policy is based upon 4 very clear steps:

- Recognise
- Respond
- Refer
- Reflect

**Post holders 20/21 Academic year:**

Designated Safeguarding Lead: Claire Hawkins

Deputy Safeguarding Lead: Kim Joynson & Sarah Lary

Safeguarding Governor: Steve Pilgrim

Chair of Governors: Tony Green

**Policy Agreed by Governors: September 2020**

**To be reviewed: September 2021**



## **Appendix 1**

### **Recognising signs of child abuse**

#### **Categories of Abuse:**

- Physical Abuse;
- Emotional Abuse (including Domestic Abuse);
- Sexual Abuse;
- Neglect.

All staff should be aware abuse, neglect and Safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases multiple issues will overlap with one another.

#### **Signs of Abuse in Children:**

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour;
- Extreme anger or sadness;
- Aggressive and attention-seeking behaviour;
- Suspicious bruises with unsatisfactory explanations;
- Lack of self-esteem;
- Self-injury;
- Depression;
- Student missing from the education setting;
- Age inappropriate sexual behaviour;

#### **Risk Indicators**

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm;
- Justifies the need for careful assessment and discussion with Designated Safeguarding Lead
- May require consultation with and / or referral to Children's Services.

The absence of such indicators does not mean that abuse or neglect has not occurred. In an abusive relationship the child may:

- Appear frightened of the parent/s;
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups).

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses;
- Have unrealistic expectations of the child;
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment);
- Be absent or misusing substances;
- Persistently refuse to allow access on home visits;
- Be involved in domestic abuse.

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

### **Recognising Physical Abuse**

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury;
- Several different explanations provided for an injury;
- Unexplained delay in seeking treatment;
- The parents/carers are uninterested or undisturbed by an accident or injury;
- Parents are absent without good reason when their child is presented for treatment;
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury);
- Family use of different doctors and A&E departments;
- Reluctance to give information or mention previous injuries.

### **Bruising**

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence, or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby;
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding;
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive);
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally;
- Variation in colour possibly indicating injuries caused at different times;
- The outline of an object used e.g. belt marks, hand prints or a hair brush;
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting;
- Bruising around the face;
- Grasp marks on small children;
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse.

### **Bite Marks**

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

### **Burns and Scalds**

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine);
- Linear burns from hot metal rods or electrical fire elements;
- Burns of uniform depth over a large area;
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks);

- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation.

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

### **Fractures**

Fractures may cause pain, swelling and discolouration over a bone or joint.

Non-mobile children rarely sustain fractures.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type;
- There are associated old fractures;
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement;
- There is an unexplained fracture in the first year of life.

### **Scars**

A large number of scars or scars of different sizes or ages, or on different parts of the body, may suggest abuse.

### **Fabricated or induced illness**

Physical harm may also be caused when a parent or carer fabricates the symptoms of or deliberately induces illness, in a child.

### **Recognising Emotional Abuse**

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay;
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or not attachment;
- Indiscriminate attachment or failure to attach;
- Aggressive behaviour towards others;
- Scape-goated within the family;
- Frozen watchfulness, particularly in pre-school children;
- Low self-esteem and lack of confidence;
- Withdrawn or seen as a "loner" – difficulty relating to others.

### **Recognising Signs of Sexual Abuse**

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct;
- Sexually explicit behaviour, play or conversation, inappropriate to the child's age;
- Continual and inappropriate or excessive masturbation;
- Self-harm (including eating disorder), self-mutilation and suicide attempts;
- Involvement in prostitution or indiscriminate choice of sexual partners;
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties).

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area;
- Blood on underclothes;
- Pregnancy in a younger girl where the identity of the father is not disclosed;
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing.

### **Recognising Neglect**

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care;
- A child seen to be listless, apathetic and irresponsible with no apparent medical cause;
- Failure of child to grow within normal expected pattern, with accompanying weight loss;
- Child thrives away from home environment;
- Child frequently absent from school;
- Child left with adults who are intoxicated or violent;
- Child abandoned or left alone for excessive periods.

## **Appendix 2**

### **Further Information**

#### **Children and the Court system**

There are a growing number of children who have to give evidence as witnesses in a crown, magistrate or youth court and this can have a significant impact on their family relationships, education, behaviour and general well-being. We have a pastoral team that can support such children and have experience in doing so. Child witnesses often feel they have some form of guilt as they are being asked to go to court and are often unaware how common it is for children to be witnesses. The following link gives some guidance for 12-17 year olds about being a child witness.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/708093/ywp-12-17-eng.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/708093/ywp-12-17-eng.pdf)

#### **Children Missing in Education**

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of Safeguarding possibilities. This may include abuse and neglect which may include sexual exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Registers must be completed at the start of each lesson and attendance procedures followed so that the attendance officers can follow the school procedures to monitor attendance. (see Appendix 11)

#### **Children with family members in prison**

There are a growing number of children who have family members in prison as a result of continued rise in prison populations. Such an event can be traumatic for the child and can often leave them with vulnerable care arrangements and no one looking out for them. Further, communication between the Courts/Police/Social services and the school may not be joined up due to the privacy surrounding cases. The following link gives some guidance to any of our students who find themselves in this position. <https://www.nicco.org.uk/userfiles/downloads/5ad4850cb565e-action-for-prisoners-families-young-peoples-booklet.pdf> The following link may also be useful for those in school supporting any of our students experiencing this: <https://www.nicco.org.uk/>

#### **Child Sexual Exploitation**

Child Sexual Exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops.

Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. It does not always involve physical contact; it can also occur through the use of technology. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Staff are aware of the key indicators of children being sexually exploited which can include:

- appearing with unexplained gifts or new possessions;
- associating with other young people involved in exploitation;
- having older boyfriends or girlfriends;
- suffering from sexually transmitted infections or pregnancy;
- changes in emotional wellbeing
- drug and alcohol misuse;
- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;
- displaying inappropriate sexualised behaviour.

Staff should also be aware that many children and young people who are victims of sexual exploitation do not recognise themselves as such.

### **Child Criminal Exploitation:**

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity (a) in exchange for something the victim needs or wants (b) for the financial or other advantage of the perpetrator or facilitator (c) through violence or the threat of violence. CCE does not always involve physical contact; it can occur through the use of technology.

Staff are aware of the key indicators of children being exploited which can include:

- appearing with unexplained gifts or new possessions;
- associating with other young people involved in exploitation;
- changes in emotional wellbeing;
- drug and alcohol misuse;
- going missing for periods of time or regularly coming home late;
- regularly missing school or education or not taking part in education;

### **County-lines**

'County-lines' is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs into one or more importing areas using dedicated phone lines or other form of 'deal line'. Children can be targeted and recruited into county lines in a number of locations including schools, pupil referral units, children's homes and care homes. The key indications include those listed above.

### **Domestic Abuse**

Domestic abuse is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. The school has signed up to 'Operation Encompass' which is an alert system that informs the school if one of its pupils have been involved in a domestic incident that has been reported to the police and crimed as a domestic incident.

Further advice on identifying children who are affected by domestic abuse is available at: <https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/domestic-abuse/>

Refuse runs the National Domestic Abuse Helpline 0808 2000 247. This provides guidance and support for potential victims, as well as those who are worried about friends and loved ones.

### **Homelessness**

Unfortunately through no fault of their own, a number of our students can find themselves facing the prospect of being homeless as their parents/carers fall into debt, are victims of domestic abuse, or as a result of anti-social behaviour. Staff should remain alert to these possibilities and inform the Pastoral team should this be of concern. As a school we are able to work with the local authority on raising concerns at the earliest opportunity and asking for early intervention to reduce the possibility of homelessness. This is a particular tricky topic to navigate in our context where siblings may have chosen to live with different parents, or they may have been placed with other family members. Those who are 16 or 17 may also be living independently or with partners in their family settings. The following link gives more advice and guidance around this topic.

<https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets>

### **Honour-based' ~~Violence~~ abuse**

So-called 'honour-based' ~~violence~~ abuse (HBA) encompasses 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. ~~All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such.~~

Where staff are concerned that a child might be at risk of HBV, they must contact the Designated Safeguarding Lead as a matter of urgency.

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

It is essential that staff are aware of FGM practices and the need to look for signs, symptoms and other indicators of FGM.

The schools recognises and reinforces through staff training that there is a mandatory duty for teachers to report disclosures on FGM about females under 18 years of age. The Serious Crime Act 2015 sets out a duty on professionals (including teachers) to notify police when they discover that FGM appears to have been carried out on a girl under 18. Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out; and discuss any such cases with the Safeguarding lead and children's social care.

What is FGM?

It involves procedures that intentionally alter/injure the female genital organs for non-medical reasons.

#### **4 types of procedure:**

Type 1 Clitoridectomy – partial/total removal of clitoris;

Type 2 Excision – partial/total removal of clitoris and labia minora;

Type 3 Infibulation entrance to vagina is narrowed by repositioning the inner/outer labia;

Type 4 all other procedures that may include: pricking, piercing, incising, cauterising and scraping the genital area.

Why is it carried out?

Belief that:

- FGM brings status/respect to the girl – social acceptance for marriage;
- Preserves a girl's virginity;
- Part of being a woman / rite of passage;
- Upholds family honour;
- Cleanses and purifies the girl;
- Gives a sense of belonging to the community;
- Fulfils a religious requirement;
- Perpetuates a custom/tradition;
- Helps girls be clean / hygienic;
- Is cosmetically desirable;
- Mistakenly believed to make childbirth easier.

### **Is FGM legal?**

FGM is internationally recognised as a violation of human rights of girls and women. It is illegal in most countries including the UK.

Circumstances and occurrences that may point to FGM happening are:

- Child talking about getting ready for a special ceremony;
- Family taking a long trip abroad;
- Child's family being from one of the 'at risk' communities for FGM (Kenya, Somalia, Sudan, Sierra Leon, Egypt, Nigeria, Eritrea as well as non-African communities including Yemeni, Afghani, Kurdistan, Indonesia and Pakistan);
- Knowledge that the child's sibling has undergone FGM;
- Child talks about going abroad to be 'cut' or to prepare for marriage.

### **Signs that may indicate a child has undergone FGM:**

- Prolonged absence from school and other activities;
- Behaviour change on return from a holiday abroad, such as being withdrawn and appearing subdued;
- Bladder or menstrual problems;
- Finding it difficult to sit still and looking uncomfortable;
- Complaining about pain between the legs;
- Mentioning something somebody did to them that they are not allowed to talk about;
- Secretive behaviour, including isolating themselves from the group;
- Reluctance to take part in physical activity;
- Repeated urinal tract infection;
- Disclosure.

### **Forced Marriage (FM)**

This is an entirely separate issue from arranged marriage. It is a human rights abuse and falls within the Crown Prosecution Service definition of domestic violence. Young men and women can be at risk in affected ethnic groups. Whistle-blowing may come from younger siblings. Other indicators may be detected by changes in adolescent behaviours. Never attempt to intervene directly as a school or through a third party. Always call either the Contact Centre or the Forced Marriage Unit 020 7008 0151 or email [fm@fco.gov.uk](mailto:fm@fco.gov.uk)

### **Preventing Radicalisation and extremism**

The Prevent strategy identifies that young people are more likely to be vulnerable to violent extremist or terrorist narratives. Schools have a duty of care to their pupils and staff which includes Safeguarding them from the risk of being drawn into terrorism. Being

drawn into terrorism includes not just violent extremism but also non-violent extremism, which can create an atmosphere conducive to terrorism and can popularise views which terrorists exploit.

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

Radicalisation - refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

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

As part of the Counter Terrorism and Security Act 2015, schools have a duty to 'prevent people being drawn into terrorism'. This has become known as the 'Prevent Duty'.

The Prevent duty does not require staff to carry out unnecessary intrusion into family life, but as with any other Safeguarding risk, you must take action if you observe behaviour that concerns you. This means that you must be able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them.

Staff are in an ideal position to build children's resilience to radicalisation by promoting fundamental British values and challenging extremist views; for example, in PSHCE lessons. Children can be taught to recognise and manage risk, make safer choices and recognise when pressure from others threatens their personal safety and wellbeing, including knowing when, where and how to get help.

Where staff are concerned that children and young people are developing extremist views or show signs of becoming radicalized, they should discuss this with the Designated Safeguarding Lead.

The Designated Safeguarding Lead has received training about the Prevent Duty and tackling extremism and is able to support staff with any concerns they may have.

We use the curriculum to ensure that children and young people understand how people with extreme views share these with others, especially using the internet.

We are committed to ensuring that our pupils are offered a broad and balanced curriculum that aims to prepare them for life in modern Britain. Teaching the school's core values alongside the fundamental British Values supports quality teaching and learning, whilst making a positive contribution to the development of a fair, just and civil society.

### Recognising Extremism

Early indicators of radicalisation or extremism may include:

- showing sympathy for extremist causes
- glorifying violence, especially to other faiths or cultures
- making remarks or comments about being at extremist events or rallies outside school
- evidence of possessing illegal or extremist literature

- advocating messages similar to illegal organisations or other extremist groups
- out of character changes in dress, behaviour and peer relationships (but there are also very powerful narratives, programmes and networks that young people can come across online so involvement with particular groups may not be apparent.)
- secretive behaviour
- online searches or sharing extremist messages or social profiles
- intolerance of difference, including faith, culture, gender, race or sexuality
- graffiti, art work or writing that displays extremist themes
- attempts to impose extremist views or practices on others
- verbalising anti-Western or anti-British views
- advocating violence towards others

Holmer Green Senior School demonstrates activity in the following areas –

- Assessing the risk of children being drawn into terrorism
- Demonstrate that we are protecting children and young people from being drawn into terrorism by having robust Safeguarding policies.
- Ensure that our Safeguarding arrangements take into account the policies and procedures of the Buckinghamshire Safeguarding Children Board.
- Ensure that staff have training that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism
- Ensure children are safe from terrorist and extremist material when accessing the internet in school.

### **Students who are most vulnerable to radicalisation and extremism may have:**

- Feelings of anger, grievance and injustice
- Feelings of threat and insecurity
- Need for an identity, meaning and belonging
- Need for status
- Need for excitement, comradeship and adventure
- Dominance and control
- Susceptibility to indoctrination, group thinking
- Political and moral motivation
- Opportunistic involvement
- Family or friends support extremism
- Transitional period in life
- Group influence and control
- Mental Health Issues

School staff should contact First Response (0845 4600001) if they have a Prevent related concern and complete a MARF.

### **Peer on Peer Abuse**

Children can abuse other children. This can include: bullying (including cyberbullying); sexual violence and sexual harassment: physical abuse such as hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals.

### **Sexual Violence and Sexual Harassment between children in schools & colleges**

This includes: rape, assault by penetration and sexual assault.

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another.

Sexual harassment is explained as 'unwanted conduct of a sexual nature' that can occur online and offline. It is likely to violate a student's dignity, and/or makes them feel intimidated, degraded or humiliated and/or creates a hostile, offensive or sexualised environment.

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Developmental Sexual Activity encompasses those actions that are to be expected from children and young people as they move from infancy through to an adult understanding of their physical, emotional and behavioural relationships with each other. Such sexual activity is essentially information gathering and experience testing. It is characterised by mutuality and of the seeking of consent.

Inappropriate Sexual Behaviour can be inappropriate socially, in appropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is "acting out" which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm. This is now a criminal offence under the Voyeurism (Offences) Act 2019.

## **Assessment**

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- Equality – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies;
- Consent – agreement including all the following;
- Understanding that is proposed based on age, maturity, development level, functioning and experience;
- Knowledge of society's standards for what is being proposed;
- Awareness of potential consequences and alternatives;
- Assumption that agreements or disagreements will be respected equally;
- Voluntary decision;
- Mental competence
- Coercion – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

In evaluating sexual behaviour of children and young people, the above information should be used only as a guide. (See appendix 15 to view the Brook Sexual Behaviours traffic light tool)

### **Skin betting**

Skin betting is a growing problem where children win virtual items, like online weapons in games (the item is known as a 'skin') which can then be sold for real money. It is estimated that 370,000 children between the ages of 11-16 on a weekly basis, spend their own money on purchasing such items. This can obviously lead to significant debt and leads to further vulnerability, e.g. from gangs.

### **Private fostering**

A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. (\*Close family relative is defined as a 'grandparent, brother, sister, uncle or aunt' and includes half-siblings and step-parents; it does not include great-aunts or uncles, great grandparents or cousins.)

Parents and private foster carers both have a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start; not to do so is a criminal offence.

Whilst most privately fostered children are appropriately supported and looked after, they are a potentially vulnerable group who should be monitored by the local authority, particularly when the child has come from another country. In some cases privately fostered children are affected by abuse and neglect, or be involved in trafficking, child sexual exploitation or modern-day slavery.

Schools have a mandatory duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement. Although schools have a duty to inform the local authority, there is no duty for anyone, including the private foster carer or social workers to inform the school. However, it should be clear to the school who has parental responsibility.

School staff should notify the designated Safeguarding lead when they become aware of private fostering arrangements. The designated Safeguarding lead will speak to the family of the child involved to check that they are aware of their duty to inform the LA. The school itself has a duty to inform the local authority of the private fostering arrangements.

On admission to the school, we will take steps to verify the relationship of the adults to the child who is being registered.

Most frequently, young people are in private foster care for the following reasons:

- children from other countries sent to live in the UK with extended family
- host families for language schools
- parental ill-health
- where parents who have moved away, but the child stays behind (eg. to stay at the same school to finish exams)
- teenagers estranged from their families

### **The Duty to refer to the Local Authority**

Each party involved in the private fostering arrangement has a legal duty to inform the relevant local authority at least six weeks before the arrangement is due to start. Not to do so is a criminal offence.

Once the notification has been made to the authority, Children's Services have a duty to visit and speak to the child, the parent and the foster carer; and everyone in the foster carer's household. Children's services will then undertake a range of suitability checks including DBS checks on everyone in the household over the age of 16.

Other professionals, for example GPs surgeries and schools, also have a duty to report to the local authority where they are aware or suspect that a child is subject to a private fostering arrangement.

**Appendix 3:**

**Further advice on Child Protection is available from:**

**NSPCC:** <http://www.nspcc.org.uk/>

**Childline:** <http://www.childline.org.uk/pages/home.aspx>

**CEOPSThinkuknow:** <https://www.thinkuknow.co.uk/>

**Anti-Bullying Alliance:** <http://anti-bullyingalliance.org.uk/>

**Beat Bullying:** <http://www.beatbullying.org/>

## Appendix 4:

### Sexting and Holmer Green Senior School's Response

#### The Definition of Sexting

Whilst professionals refer to the issue as 'sexting' there is no clear definition of 'sexting' as defined by police guidance and therefore the school has defined sexting as:

- the sharing of sexual imagery by young people;
- creating and sharing sexual photos and videos.

#### How the School will handle an incident

All incidents involving youth produced sexual imagery will be responded to in line with the school's Safeguarding and Child Protection Policy.

When an incident involving youth produced sexual imagery comes to the school's attention, the incident should be referred to the DSL as soon as possible.

The DSL should hold an initial review meeting with appropriate school staff and there should be subsequent interviews with the young people involved (if appropriate).

Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm.

At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

Disclosures about youth produced sexual imagery can happen in a variety of ways. The young person affected may inform a teacher, the DSL in school, or any member of the school or college staff. They may report through an existing reporting structure, or a friend or parent may inform someone in school, or inform the police directly.

All members of staff (including non-teaching) are made aware of how to recognise and refer any disclosures of incidents involving youth produced sexual imagery. This is covered within staff training.

Any direct disclosure by a young person is taken very seriously. A young person who discloses they are the subject of sexual imagery is likely to be embarrassed and worried about the consequences. It is likely that disclosure in school is a last resort and they may have already tried to resolve the issue themselves.

#### Initial review meeting

The initial review meeting should consider the initial evidence and aim to establish:

- Whether there is an immediate risk to a young person or young people
- If a referral should be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person – in most cases, imagery **should not be** viewed
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms. This may be unknown.
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the young people involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual

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

An immediate referral to police and/or children's social care will be made if at this initial stage:

1. The incident involves an adult
2. There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs).
3. The school knows about the image and suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
4. The imagery involves sexual acts and any pupil in the imagery is under 13.
5. The school has reason to believe a pupil or pupil is at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming.

If none of the above apply, then the school may decide to respond to the incident without involving the police or children's social care (a school can choose to escalate the incident at any time if further information/concerns come to light).

The decision to respond to the incident without involving the police or children's social care would be made in cases when the DSL is confident that they have enough information to assess the risks to pupils involved and the risks can be managed within the school's pastoral support and disciplinary framework and if appropriate local network of support.

The decision will be made by the DSL with input from the Headteacher and input from other members of staff if appropriate. The decision will be recorded in line with school Policy.

The decision will be made in line with the school's Child Protection procedures and will be based on consideration of the best interests of the young people involved. This will take into account proportionality as well as the welfare and protection of the young people. The decision will be reviewed throughout the process of responding to the incident.

### **How the School will Assess the Risk**

The circumstances of incidents can vary widely. If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL should conduct a further review (including an interview with the young people involved) to establish the facts and assess the risks.

When assessing the risks, the following should be considered:

- Why was the imagery shared?
- Was the young person coerced or put under pressure to produce the imagery?
- Who has shared the imagery?
- Where has the imagery been shared?
- Was it shared and received with the knowledge of the pupil in the imagery?
- Are there any adults involved in the sharing of imagery?
- What is the impact on the pupils involved?
- Do the pupils involved have additional vulnerabilities?
- Does the young person understand consent?
- Has the young person taken part in this kind of activity before?

DSLs should always use their professional judgement in conjunction with their colleagues to assess incidents.

### **Informing parents (or carers)**

Parents (or carers) will be informed and involved in the process at an early stage unless informing the parent will put the young person at risk of harm. Any decision not to inform the parents will generally be made in conjunction with other services such as children's social care and/or the police, who would take the lead in deciding when the parents should be informed.

DSLs may work with the young people involved to decide on the best approach for informing parents. In some cases, DSLs may work to support the young people to inform their parents themselves.

### **Reporting incidents to the police**

If it is necessary to refer to the police, contact will be made through existing arrangements. This may be by dialing 101.

Once a report is made to the police, the report has to be recorded and the police will conduct an investigation. This may include seizure of devices and interviews with the young people involved.

### **Securing and handing over devices to the police**

If any devices need to be seized and passed onto the police then the device(s) may be confiscated and the police will be called. The device will be turned off and placed under lock and key until the police are able to come and retrieve it.

### **Children's social care contact and referrals**

If the DSL is aware that children's social care are currently involved with a young person involved in an incident of youth produced sexual imagery then they will contact children's social care. They will also contact children's social care if they believe they may be involved, or have been involved with a young person in the past.

If as a result of the investigation the DSL believes there are wider issues which meet the threshold for children's social care involvement, then they should make a referral in line with their Child Protection procedures.

DSLs will ensure that they are aware of, and familiar with, any relevant local policies, procedures and contact points/names which are available to support schools in responding to youth produced sexual imagery.

Holmer Green Senior School make the initial referral to the First Response team.

### **Searching devices, viewing and deleting imagery**

Adults should not view youth produced sexual imagery unless there is good and clear reason to do so. Wherever possible responses to incidents should be based on what DSLs have been told about the content of the imagery.

The decision to view imagery should be based on the professional judgement of the DSL and should always comply with the Child Protection Policy and procedures of the school or college. Imagery should never be viewed if the act of viewing will cause significant distress or harm to the pupil. A "good reason" to examine or erase the data on an electronic device would be that the DSL reasonably suspects that the data or file in question has been/could be used to commit an offence, cause harm, to disrupt teaching, or break the school rules.

If a decision is made to view imagery the DSL needs to be satisfied that viewing:

- is the only way to make a decision about whether to involve other agencies (i.e. it is not possible to establish the facts from the young people involved)
- is necessary to report the image to a website, app or suitable reporting agency to have it taken down, or to support the young person or parent in making a report
- is unavoidable because a pupil has presented an image directly to a staff member or the imagery has been found on a school device or network

If it is necessary to view the imagery then the DSL will:

- Never copy, print or share the imagery; this is illegal.
- Discuss the decision with the Headteacher.
- Ensure viewing is undertaken by the DSL or another member of the Safeguarding team with delegated authority from the Headteacher.
- Ensure viewing takes place with another member of staff present in the room, ideally the Headteacher or a member of the senior leadership team. This staff member does not need to view the images.
- Wherever possible ensure viewing takes place on school or college premises, ideally in the Headteacher or a member of the senior leadership team's office.
- Ensure wherever possible that images are viewed by a staff member of the same sex as the young person in the imagery.
- Record the viewing of the imagery in the school's Safeguarding records including who was present, why the image was viewed and any subsequent actions. Ensure this is signed and dated and meets the wider standards set out by Ofsted for recording Safeguarding incidents.
- If youth produced sexual imagery has been unavoidably viewed by a member of staff either following a disclosure from a young person or as a result of a member of staff undertaking their daily role (such as IT staff monitoring school systems) then DSLs should ensure that the staff member is provided with appropriate support. Viewing youth produced sexual imagery can be distressing for both young people and adults and appropriate emotional support may be required.

### **Deletion of images**

If the school has decided that other agencies do not need to be involved, then consideration should be given to deleting imagery from devices and online services to limit any further sharing of the imagery. If, however, the material on the device is suspected to be evidence relevant to an offence, it should not be deleted prior to giving to the police.

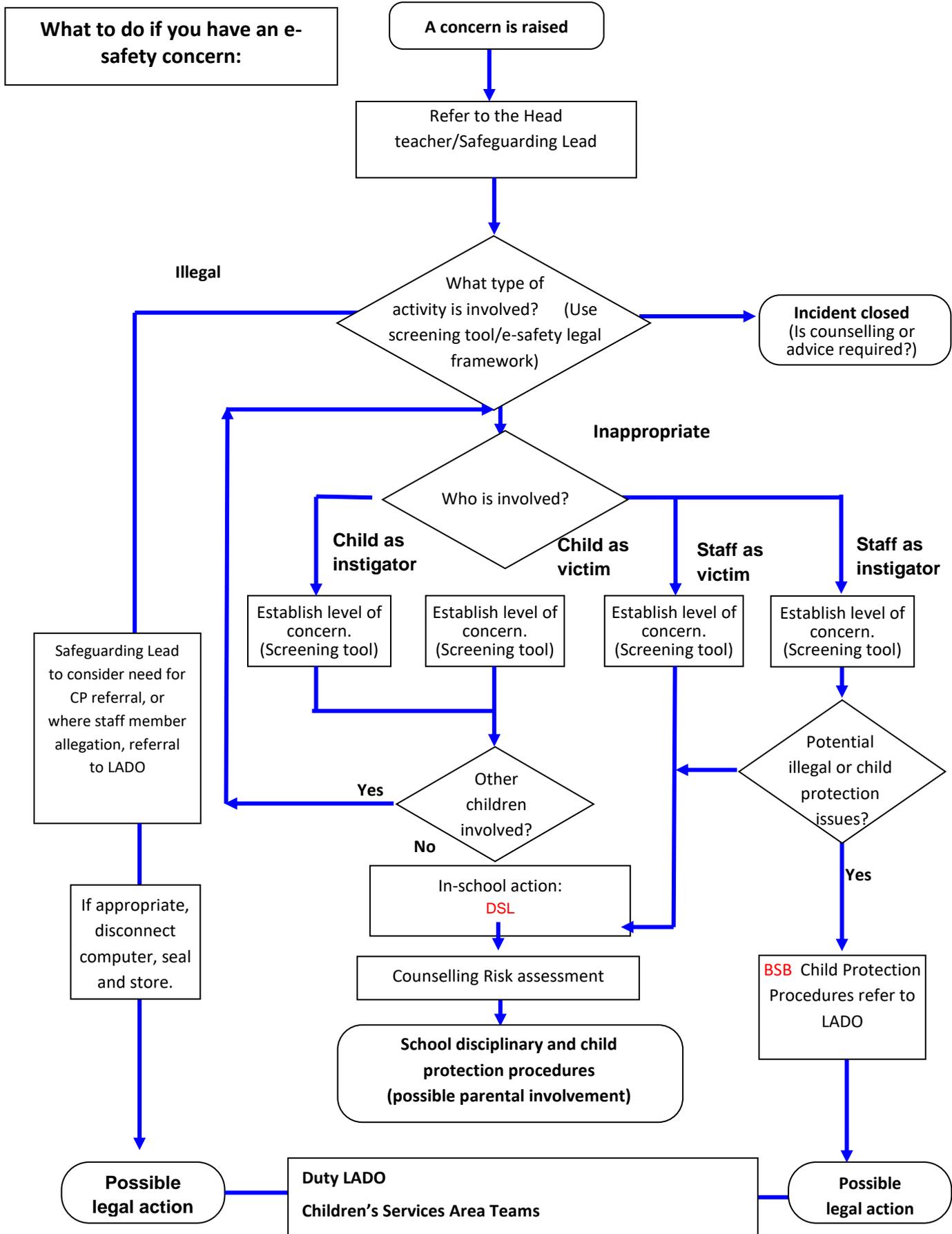
The Searching, Screening and Confiscation advice highlights that schools have the power to search pupils for devices, search data on devices and delete youth produced sexual imagery.

### **Further Guidance**

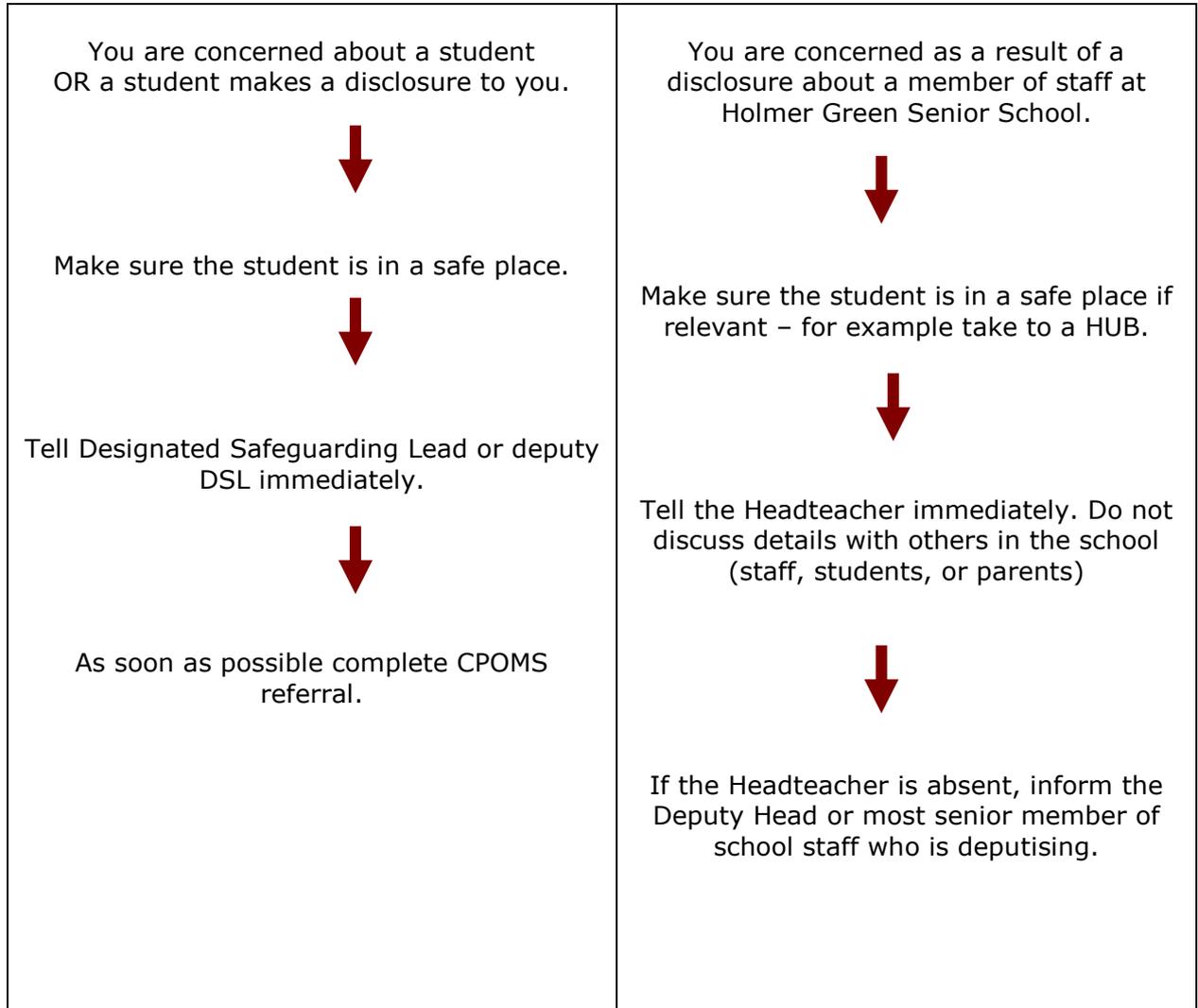
The school will adhere to additional guidance set out in:

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/551575/6.2439\\_KG\\_NCA\\_Sexting\\_in\\_Schools\\_WEB\\_1\\_PDF](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_KG_NCA_Sexting_in_Schools_WEB_1_PDF)

## Appendix 5 – What to do if you have an E-safety concern



**Appendix 6**  
**Holmer Green Senior School - Child Protection Procedures:**



## Appendix 7

### Safe Guarding Procedures Expression of Concern Record

Use this form to make a record of the concern you have and pass this to the Designated Safeguarding Lead as soon as possible on the day on which your concern arose.

Staff Name:

Date:

Student/s of Concern:

Tutor Group:

Situation during which your concern arose:

Please describe as accurately as possible what was said / overheard which causes you to be concerned about this student:

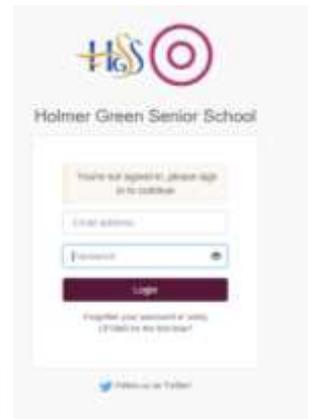
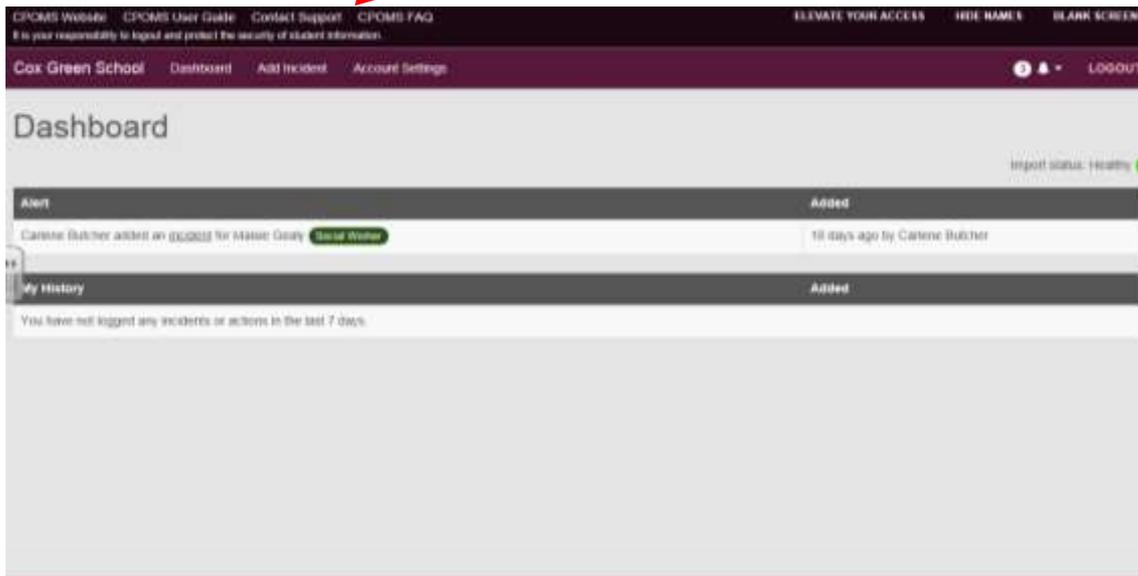
Please note the action you have taken as a result of your concern (include any discussions you have had and actions taken)

## Appendix 8 – logging an incident on CPOMS

Click on the shortcut key on the desktop

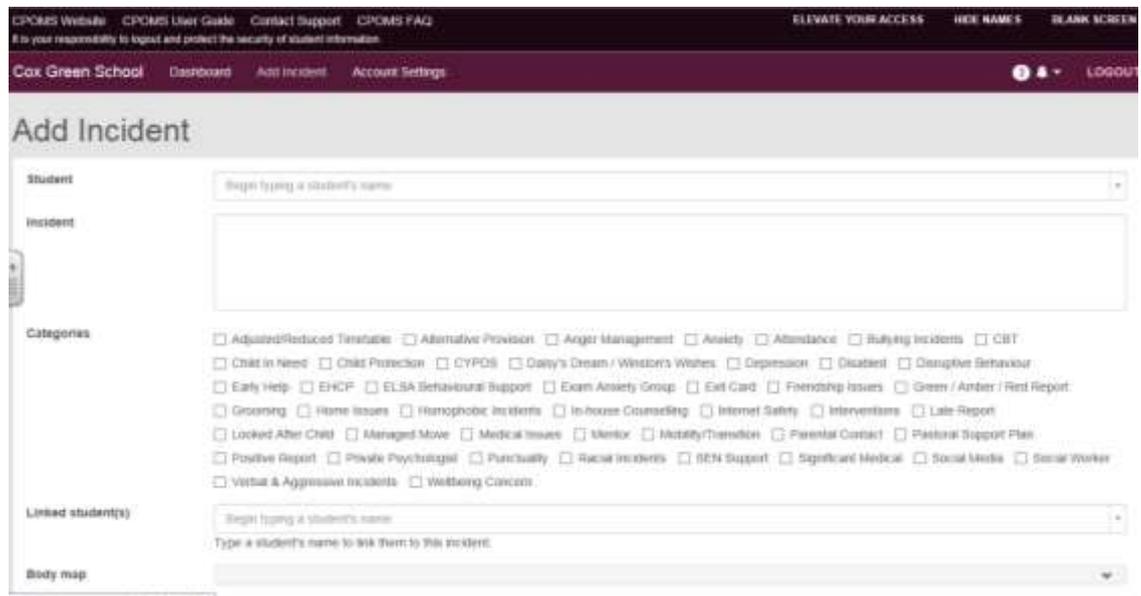
Login and you will see the screen below.

To add an incident, click on “Add incident” in the purple banner.



below appears.

The screen



**Student**

Begin typing a student's name

**Incident**

**Categories**

Adjusted/Reduced Timetable  Alternative Provision  Anger Management  Anxiety  Attendance  Bullying Incidents  CBT  Child in Need  Child Protection  CYPDS  Cully's Dream / Winston's Wishes  Depression  Disasters  Disruptive Behaviour  Early Help  EHCP  ELSA Behavioural Support  Exam Anxiety Group  Exit Card  Friendship Issues  Green / Amber / Red Report  Grooming  Home Issues  Homophobic Incidents  In-house Counselling  Internet Safety  Interventions  Late Report  Looked After Child  Managed Move  Medical Issues  Mentor  Mobility/Transition  Parental Contact  Pastoral Support Plan  Positive Report  Physical Psychological  Personality  Racial Incidents  SEN Support  Significant Medical  Social Media  Social Worker  Verbal & Aggressive Incidents  Wellbeing Concern

**Linked student(s)**

Begin typing a student's name

Type a student's name to link them to this incident.

**Body map**

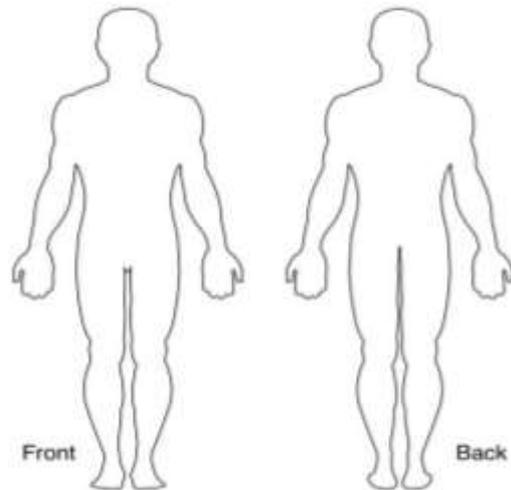
Start typing the student’s name. Select the student needed.

In the “incident” box record any factual information about the incident.

In the "Categories" label the relevant box (you must select one label but can select more than one).

If the incident involved other students their names can be added in the "Linked student(s)" box.

If the incident involved an injury to the body, e.g. self-harming, abuse, or fight, then click on the body map, click on the relevant part(s) of the body.



Add a date and time the incident took place.

If you wish files can be uploaded.

Then click "add incident".

A screenshot of a web application interface for 'Cox Green School'. The page title is 'Add Incident'. At the top, there are navigation links: 'Dashboard', 'Add Incident', and 'Account Settings'. On the right, there are user icons and a 'LOGOUT' button. The main content area contains several sections: 'Categories' with a list of checkboxes (Flooding Report, Inmate Psychological, Futility, Racial Incidents, SEN Support, Significant Medical, Social Media, Social Worker, Verbal & Aggressive Incidents, Wellbeing Concern); 'Linked student(s)' with a dropdown menu and a text input field; 'Body map' with a dropdown menu; 'Date/Time' with a date picker set to 'Sat 14 October 2017' and a time input set to '9:58PM'; 'Alert Staff Members' with a dropdown menu and a text input field; 'Files' with a large empty box and a 'Click to browse or drag a file to upload' button; and 'Agency Involved' with a 'Select Agency' dropdown and a red arrow pointing to a dark purple 'Add Incident' button.

Once completed you can log out.

## **Appendix 9**

### **Confidentiality and Information Sharing Guidance from Safeguarding Board**

All information obtained by school staff about a student and their family is confidential and will be shared with other professionals and agencies once the family have been informed.

If the child is under 12, consent to share information about them must be obtained from their parents or carers. Young people aged 12 to 15 may give their own consent to information sharing if they have sufficient understanding of the issues. Young people aged 16 or over are able to give their own consent

Where a child is at risk of suffering significant harm, schools have a legal duty to share this information with Children's Social Services and make appropriate referrals. Equally, where a child is subject to a Child Protection investigation, schools must share any information about the child requested by Children's Social Services.

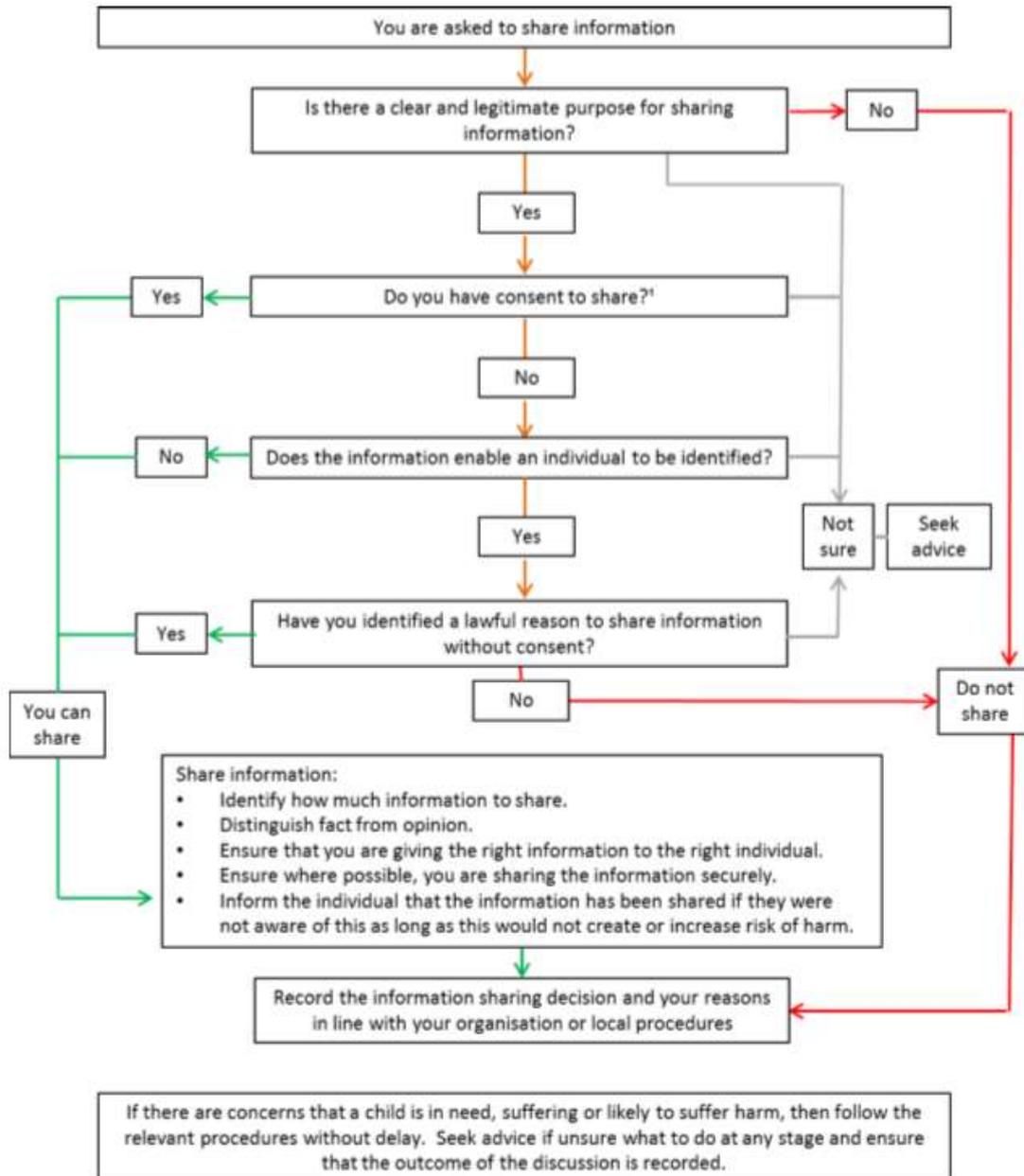
Parental consent to making a Child Protection referral should be sought but if withheld, the referral must still be made, and parents just made aware of this.

Only relevant information should be disclosed, and only to those professionals who need to know. Staff should consider the purpose of the disclosure, and remind recipients that the information is confidential and only to be used for the stated purpose.

In the event that a child makes a disclosure of neglect or abuse, staff cannot guarantee them confidentiality, but must explain why they have to pass the information on, to whom and what will happen as a result. Parents should also be made aware of the school's duty to share information.

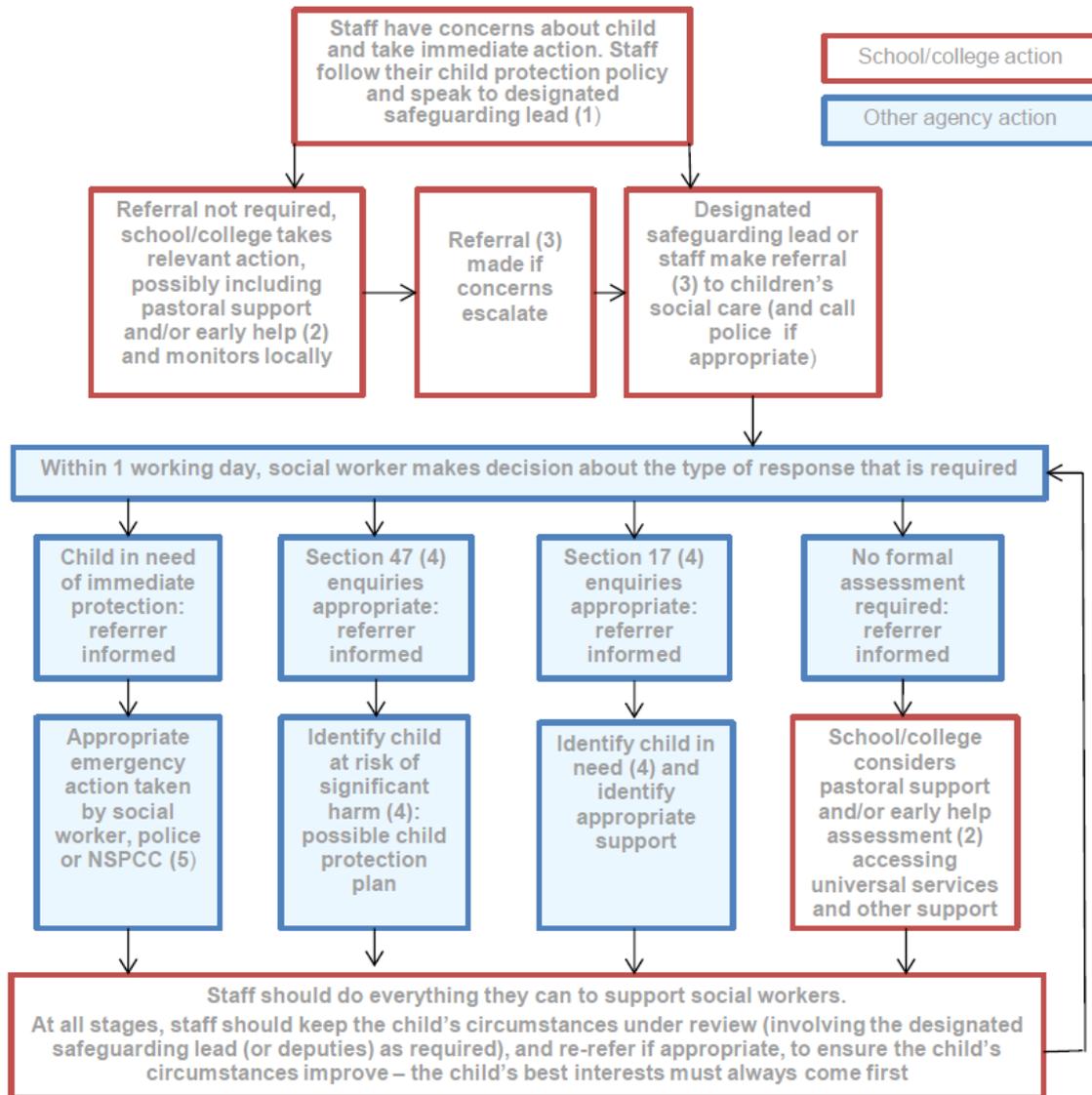
Staff should discuss any concerns or difficulties around confidentiality or information sharing with the designated Safeguarding lead or a member of the Senior Leadership Team.

**Appendix 10**  
**Flowchart of when and how to share information (Dfe Information Sharing July 2018)**



**Appendix 11**  
**Flowchart of actions when there are concerns about a child**

**Actions where there are concerns about a child**



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part four of this guidance.

(2) Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

(3) Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

(4) Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

(5) This could include applying for an Emergency Protection Order (EPO).

**Appendix 12****Alternative Provision Evaluation Form**

	<b>Answers</b>
Name of Holmer Green Senior School member of staff carrying out the evaluation	
Date of evaluation	
Name of alternative provider (circle)	Aspire Orchard House Other: _____
Is the alternative provider registered as an independent school? (it must be if caters full-time for 5 or more pupils of compulsory school age, or 1 pupil who is looked after or has an EHCP) (NB: Typically, unregistered providers will be visited by inspectors)	
Name of key contact at alternative provision (make this person aware that if the school is called for a section 5 inspection, then we will let them know as they could be spoken to by the Ofsted inspectors)	
Contact's address	
Contact's Email address	
Contact's telephone Number	
Confirm written confirmation on headed paper has been obtained from the alternative provider that appropriate Safeguarding checks have taken place on individuals working in the establishment? (This should be scanned and stored electronically by the DSL, SLT member overseeing the SCR). An updated copy should be sort each academic year.	

The below areas need to be tracked rigorously and as frequently as they are at Holmer Green Senior School, e.g. attendance on a daily basis and progress on a half-termly basis.

<b>Academic year:</b>						
	<b>Term 1</b>	<b>Term 2</b>	<b>Term 3</b>	<b>Term 4</b>	<b>Term 5</b>	<b>Term 6</b>
<b>Attendance of pupil %</b>						
<b>Behaviour of pupil 1-4</b> <i>(1 – Outstanding</i> <i>2 – Good</i> <i>3 – Requires Improvement</i> <i>4 – Serious Concern)</i>						
<b>Progress/Achievement of pupil</b>						
<b>Add name of qualification and level (BTEC, GCSE, Entry level, etc.)</b>						
<b>1-9L/M/H; Tr6+; tr6; Tr6-; Tr5+; Tr5; Tr5-; U; N/A; Absent</b>						
<b>Pupil voice (discuss pupil views on their progress) include any work samples the pupil is particularly proud of/indicates quality of provision</b>						
<b>Pupil voice on their safety and welfare in alternative provision</b>						

<b>Name(s) of pupils at the provider</b>	
<b>HGSS member of staff responsible for monitoring attendance</b>	Attendance officer
<b>HGSS member of staff responsible for monitoring behaviour and learning</b>	

## Appendix 13

### Attendance Procedures

We aim to keep students safe by having clear knowledge of where Holmer Green Senior School Students are at all times.

After AM registration, the attendance office will:

1. Ensure all AM registers are entered into SIMS either electronically or manually.
2. Run the Emergency Fire Register report and place in the Red Fire Evacuation Folder in the medical room. (Focus, Lesson Monitor, Whole Group Student Reports, Today's Register Report, OK). Staple the daily attendance report in year groups for easier hand out in case of emergency.
3. Listen to phone messages, check the attendance emails then update SIMS with correct attendance code and reason in comment, and where known, minutes late. (Focus, Lesson Monitor, Edit Marks, Group Type Individual Students, update then save)
4. Update SIMS with information from the Signing In Sheets.
5. Using whole school view in Lesson Monitor tick N code box to view unexplained absences. Change code appropriately for music lessons, off-timetable activities, visits, exams etc. Save.
6. Check any marking discrepancies between registration and period 1 and contact staff to clarify attendance where necessary.
7. Start first day calls to parents of absent students who have not made contact with the school and in priority order phone home working through the contact numbers and if necessary send an email message.
8. Attendance Officer to advise Pastoral Managers if no response from missing student contacts.
9. Throughout the day monitor any N code absences on the electronic registers during lesson times and contact teaching staff or pastoral team to advise a student is missing as required.



## **Completing the Risk Audit**

Note: The primary function of the risk audit pro forma set out overleaf is that of a diagnostic tool, allowing for the compilation of an accurate and comprehensive individual pupil behaviour profile. It is also possible to use the same form for carrying out a formal risk assessment, although in cases where numerous or detailed control measures are required, the 'ACTION' column may lack sufficient space.

- Consider what sorts of behaviour are likely to be exhibited by the pupil in question. What hazards might arise as a result of the behaviour? Find out if there is a pattern to the behaviour. Does it happen at a particular time or place? Is there something usually going on immediately before or after? Is there any way of predicting it? Are there circumstances which make the behaviour more likely to occur?
- Based on past evidence, common sense and likelihood of occurrence, think about the impact of this behaviour - who is likely to be harmed and how? **Life-threatening** = fatality, hospitalisation, long-term absence etc; **Serious** = requiring medical treatment and, usually, absence from work; **Harm** = e.g. 1<sup>st</sup> Aid, possible GP check-up and/or treatment.
- How likely is this behaviour? How frequently has the behaviour happened in the past? How recently? Is it possible to make realistic predictions for the future? On what grounds? (NB: Where more than one form of poor behaviour has been identified, the combined impact of *all* of them should be considered when determining the likelihood and frequency of harm arising).
- Calculate the numerical risk factor by multiplying **likelihood x frequency x harm**. Any resulting percentage greater than 1 per cent indicates a measure of risk; a figure of 100 per cent means it is certain to happen.
- Evaluate the risks and decide what recommendations might be made for further action. Is a full risk assessment required, together with suitable control measures? Are existing precautions – where applicable - sufficient, or should further steps be taken?
- It is important that the 'percentage chance' of harm occurring is not seen as a single, authoritative predictor of future outcomes. It is merely one indicator of several which can assist those charged with tackling such behaviour in schools. The action to be taken will clearly depend on the type(s) of behaviour identified. A ten per cent chance of a pupil carrying a knife, for example, clearly poses a greater level of possible harm than a ten per cent chance of a pupil verbally abusing somebody. As a general rule, any percentage risk of more than one per cent should be closely analysed, and where the potential harm is calculated as a score of two or more, this becomes even more important.
- Decide when this audit should be reviewed (for example, in 6 months' time, or sooner if behaviour patterns change). If a formal risk assessment is required, then reviews should follow automatically as part of the risk assessment process.

## PUPIL BEHAVIOUR RISK ASSESSMENT

NOTE: Risk assessments should be carried out by a suitably competent person, who has received an appropriate level of training and guidance prior to fulfilling this function.

Pupil Name
Year Group
Assessor
Date

What health and safety hazards arise or could arise from the behaviour of this pupil?	
1	What risks do they pose and to whom?
	LEVEL OF RISK: High/Medium/Low
2	What has been done so far to remove or reduce the risks?
	REMAINING RISK: High/Medium/Low
3	What further action is required to reduce the risk further?
	LEVEL OF RISK ONCE ALL CONTROL MEASURES ARE IN PLACE (High/Medium/Low):
4	List any activities which <u>cannot</u> be safely managed, as far as it is possible to foresee.

Any further comments:
-----------------------

Review Date:
--------------

## **'MENU' of possible options to consider as control measures**

***Note: This list is indicative of the types of interventions which might be applied. It is not intended to be an exhaustive list, and those carrying out the risk assessment should seek to implement a tailored strategy to address the specific needs of the student within existing school behaviour and/or special needs policies. Measures set out in IEPs will clearly always take priority over any others.***

Tackle offensive behaviour through school discipline Policy, with consistent application of sanctions every time the behaviour is repeated

Behaviour chart for each day

Requires clear/explicit tasks of short duration

Use non-confrontational strategies

Immediate withdrawal from lesson or area as a consequence of certain pre-determined acts, such as swearing at staff

Specific instructions given to staff not to try to stop if he attempts to leave a room, instead allowed to go to ... .. until calmed down

Look at the possible fixed term removal of pupil from lessons in which the offensive behaviour is most evident, during which time s/he receives appropriate support.

Seek funding for an increase in deployment of classroom assistant/behaviour mentor support.

Behaviour contract after fixed term exclusion and meeting with parent(s)/carer(s)

Withdrawal from danger areas i.e. practical classrooms, labs, mobile classrooms where teacher is isolated, lessons involving teachers where there appears to be a personality clash

To meet behaviour mentor each morning for briefing

Make it clear to both pupil and parents that further incidents of harassment of school staff will result in the police being contacted and a complaint of harassment being made, with redress sought via anti-harassment legislation.

Use experienced teacher call-out if required: "refer to head of department/head of year/senior teacher"

Procedures put in place where a senior member of staff can be called to a class immediately should an incident arise or where signs of an impending incident are apparent

## Behaviours: age 9 to 13 years

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

### ● Green behaviours

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same, opposite or any gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual kissing, hugging, holding hands with peer

### ● Amber behaviours

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

### ● Red behaviours

- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy

#### What is green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

#### What is amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- unusual for that particular child or young person
- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

#### What is red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

#### What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

#### What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

#### What can you do?

Red behaviours indicate a need for immediate intervention and action.

## Behaviours: age 13 to 17 years

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

### Green behaviours

- solitary masturbation
- sexually explicit conversations with peers
- obscenities and jokes within the current cultural norm
- interest in erotica/pornography
- use of internet/e-media to chat online
- having sexual or non-sexual relationships
- sexual activity including hugging, kissing, holding hands
- consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability
- choosing not to be sexually active

### Amber behaviours

- accessing exploitative or violent pornography
- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- concern about body image
- asking and sending naked or sexually provocative images of self or others
- single occurrence of peeping, exposing, mooning or obscene gestures
- giving out contact details online
- joining adult- only social networking sites and giving false personal information
- arranging a face to face meeting with an online contact alone

### Red behaviours

- exposing genitals or masturbating in public
- preoccupation with sex, which interferes with daily function
- sexual degradation/humiliation of self or others
- attempting/forcing others to expose genitals
- sexually aggressive/exploitative behaviour
- sexually explicit talk with younger children
- sexual harassment
- non-consensual sexual activity
- use of/acceptance of power and control in sexual relationships
- genital injury to self or others
- sexual contact with others where there is a big difference in age or ability
- sexual activity with someone in authority and in a position of trust
- sexual activity with family members
- involvement in sexual exploitation and/or trafficking
- sexual contact with animals
- receipt of gifts or money in exchange for sex

#### What is green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

#### What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

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#### What can you do?

Red behaviours indicate a need for immediate intervention and action.

Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains.

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