

Safeguarding & Child Protection Policy

Applicable to all pupils including those in the EYFS



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1. Important contacts

SCHOOL CONTACTS	NAME	CONTACT DETAILS
Designated safeguarding lead (DSL)	Malcolm McCue	07407 556075 – DSL Duty Phone Ext. 515 m.mccue@holmegrange.org Dsl@holmegrange.org
Deputy DSL	James Streather Victoria Crowe Richard Frost Gemma Harrison Abby Mitchell (EYFS – Little Grange) Jane Fifield - Little Grange DDSL Vanessa Styles - Little Grange DDSL Julie Ann Michell - Little Grange DDSL Caitlin Vernon – Little Grange DDSL Aimee Rogers – Little Grange DDSL Kirsty Daws – Little Grange DDSL Nicole Baldwin – Little Grange DDSL Louise Rosam – Little Grange DDSL	j.steather@holmegrange.org v.crowe@holmegrange.org r.frost@holmegrange.org g.harrison@holmegrange.org a.mitchell@holmegrange.org j.fifield@holmegrange.org v.styles@holmegrange.org j.michell@holmegrange.org c.vernon@holmegrange.org a.rogers@holmegrange.org k.daws@holmegrange.org n.baldwin@holmegrange.org l.rosam@holmegrange.org
Chair of governors	Sue Northend	snorthend.hggovernor@holmegrange.org
Safeguarding Governor	Railton Blyth	rblyth.hggovernor@holmegrange.org

EXTERNAL AGENCIES		
LOCAL AUTHORITY	NAME	CONTACT DETAILS
<p>Concerns about a child should be referred to the Local Authority in which the child resides.</p> <p>For concerns about a child living within the school's borough, contact:</p> <p>Wokingham referral and assessment team (children's safeguarding and social care)</p> <p>For other pupils the appropriate LA can be found by entering the pupil's postcode in the link below.</p> <p>https://www.gov.uk/report-child-abuse-to-local-council</p>	<p>All concerns should be discussed with a social worker by calling the Referral and Assessment Team or by email.</p> <p>If a child is in immediate danger, contact the Police on 999.</p>	<p>0118 974 6000</p> <p>Triage@wokingham.gov.uk</p> <p>Out of Hours: 01344 351999</p>
<p>For referrals related to concerns/allegations about the conduct of staff or volunteers</p> <p>Local authority designated officer (LADO)</p>	<p>Michelle Pinnock-Ouma</p>	<p>lado@wokingham.gov.uk</p> <p>07801664588</p>
<p>Channel helpline</p>	<p>For advice related to radicalisation</p>	<p>020 7340 7264</p>
<p>NSPCC</p>	<p>Whistleblowing helpline</p>	<p>Telephone: 0800 028 0285</p> <p>Email: help@nspcc.org.uk</p>
<p>Police Family Support Unit</p>		<p>101 (non-emergency) 0845 850505 – Thames Valley 999 (emergency)</p>

Operation Encompass	If police attend incidents of domestic violence or abuse where children are involved, the DSL is notified before the start of the next school day so the child gets the immediate support.	0845 646 0890 https://www.thamesvalley.police.uk/advice/advice-and-information/wsi/watch-schemes-initiatives/oe/operation-encompass/
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2. Application

This policy applies to all pupils in the school, including those in the EYFS. It has been adopted by the governors and is published on the school's website. It applies whenever staff or volunteers are working with pupils, including when this is away from the school, for example on an educational visit. When the word 'staff' is used, it applies to all adults within the school including governors and all categories of staff including supply and self-employed staff, contractors, volunteers, students and those on work experience.

3. Aims

The safety and well-being of all our pupils at Holme Grange School is given the highest priority and we work to create an ethos in which pupils feel listened to and secure. The school always considers the best interests of the child and takes action to ensure that children have the best possible outcomes. **Everyone who comes into contact with children and their families (or carers) has a role to play in safeguarding and should ensure that their approach is child centred: this means considering at all times what is in the best interests of the child.**

The aims of this policy are:

- To ensure that effective safeguarding procedures are in place and are followed by all staff in accordance with national guidance and the procedures of Berkshire West SCP.
- For all staff to be confident of their role in safeguarding and child protection and of their responsibilities to identify and report concerns about the welfare of pupils, including possible harm or abuse by adults or other children
- Promote an environment where all pupils feel secure, are encouraged to talk and are listened to
- To emphasise the need for good levels of communication between all members of staff
- To promote effective working relationships with other agencies
- To identify, monitor and support those pupils who may be in need of Early Help
- To provide a systematic means of monitoring pupils known or thought to be at risk of harm, including providing support for those pupils

- To be alert to the risks to pupils online and to ensure, through appropriate filtering and monitoring systems, that they are safeguarded in school from potentially harmful and inappropriate online material.
- To ensure the personal, social, health and citizenship education (PSHCE) and Relationships & Sex Education curriculum enables pupils to develop the skills they need to recognise and stay safe from abuse, including abuse or exploitation through technology of all kinds.
- To ensure that all staff are recruited in accordance with the school's Recruitment Policy and in accordance with statutory guidance

4. Legislation and statutory guidance

This policy pays due regard to the following national guidance and local guidance:

- Department for Education (DfE) [Keeping Children Safe in Education \(2025\)](#)
- [Working Together to Safeguard Children \(2023\)](#)
- [Statutory Framework for the Early Years Foundation Stage \(2025\)](#)
- The Education (Independent School Standards) Regulations (2014)
- [Prevent Duty Guidance \(2023\)](#)
- Guidance from the Berkshire West Safeguarding Children Partnership (SCP)
- <https://www.wokingham.gov.uk/children-and-families/child-protection-and-family-support/report-a-concern-about-a-child/>
- <https://www.berkshirerwestsafeguardingchildrenpartnership.org.uk/scp>

A full list of guidance which has informed this policy, along with associated school policies may be found in Section 33.

5. Definitions

Safeguarding and promoting the welfare of children is defined by KCSIE as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment whether that is within or outside the home, including online
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

Child protection is part of this definition and refers to activities undertaken to protect specific children who are suspected to be suffering, or likely to suffer harm. This includes harm that occurs inside or outside the home, including online.

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. It also includes witnessing the ill treatment of others, for example the impact of domestic abuse. Children may be abused by an adult or adults or by another child or children.

Neglect is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the impairment of the child's health or development.

Children includes everyone under the age of 18.

Appendix 1 explains in detail the types and signs of abuse, neglect and other safeguarding issues of which staff must be aware.

6. Responsibilities

6.1 Responsibilities of Staff

All staff are required to:

- Provide a safe and supportive learning environment where pupils feel cared for and valued
- Read and understand Part 1 and Annex B of [Keeping Children Safe in Education](#), and this policy at least annually
- Sign a declaration when appointed, and at the beginning of each academic year to say that they understand the content of KCSIE and this policy.
- Adhere to the Staff Code of Conduct
- Undertake regular safeguarding training, at least annually
- be alert to the signs of abuse, exploitation and neglect, including child-on-child abuse, and to report any concerns to the DSL immediately
- be aware that that even if there are no reports of child-on-child abuse, or any other form of abuse, it does not mean it is not happening, it may just not be being reported.
- understand the child protection process, including Section 17 and Section 47 assessments under the Children's Act (1989) and 'Early Help' processes.
- help pupils understand how to keep themselves safe and manage risk
- be alert to absenteeism of any pupils and inform the DSL of any concerns (please see Attendance Policy).
- to consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare (Contextual Safeguarding)
- to report to the Head any concerns about the conduct of adults, including low level concerns (this includes behaviour outside school that might indicate an individual is unsuitable to work with children)
- Reinforce the importance of online safety when communicating with parents and carers. This includes making parents and carers aware of what we ask children to do online (e.g. sites they need to visit or who they'll be interacting with online)
- Provide a safe space for pupils who are LGBTQ+ to speak out and share their concerns

6.2 Responsibilities of the Designated Safeguarding Lead (DSL)

- The school has appointed a Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Leads (DDSL).
- The DSL is Malcolm McCue (Deputy Head – Pastoral and Safeguarding) who is a member of the senior leadership team with the necessary status, training and authority to be responsible for matters relating to the welfare of pupils, including child protection. In

accordance with the Early Years Foundation Stage (“EYFS”) statutory framework, he is also responsible for safeguarding in relation to pupils within the EYFS.

- During term time, the DSL is available during school hours for staff to discuss any safeguarding concerns.
- Outside of the normal school day or outside of term time the DSL phone is monitored by the DSL in rotation with the deputies. The shared safeguarding inbox is also monitored by the DSL and deputies (dsl@holmegrange.org).
- When the DSL is absent, the deputy DSLs act as cover.
- If the DSL and deputies are not available for any reason, Pippa Adams – Head should be contacted.
- The ultimate lead responsibility for safeguarding and child protection rests with the DSL. This responsibility will not be delegated, except under exceptional circumstances such as long-term absence of the DSL.
- The DSL is given the time, funding, training, resources and support to:
 - Promote a culture of safeguarding so the welfare and best interests of children is embedded within all the school’s processes and procedures
 - To ensure all new staff receive induction training in safeguarding and understand their responsibilities
 - To maintain a regular training programme for all members of the school’s staff and volunteers in line with advice from Berkshire West SCP
 - Provide advice and support to other staff on child welfare and child protection matters
 - Immediately upon the receipt of any concerns, to act upon the report
 - Be responsible for procedures in the school and to keep detailed, accurate records, including action taken, including keeping records for those cases where there is no need to make a referral to any other service
 - Understand child protection processes, including Section 17 and Section 47 assessments under the Children’s Act (1989) and ‘Early Help’ processes
 - Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
 - Contribute to the assessment of children
 - Refer suspected cases, as appropriate, to the relevant body (local authority children’s social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly
 - Provide a systematic means of monitoring and supporting pupils known or thought to be at risk of harm or where there are ongoing concerns
 - Promote the educational achievement and care of any children who are looked after. The DSL will take lead responsibility for any looked-after children.
 - Be responsible for overseeing online safety in the school with the support of the school’s IT manager, including understanding the filtering and monitoring systems in place and conducting an annual audit to ensure effectiveness
 - Be responsible for monitoring attendance and attendance patterns in line with the statutory requirements from ‘Working together to improve school attendance 2024’
 - To ensure that when pupils leave the school any child protection information is copied for the new school within 5 days and transferred securely and separately from the main file

- To ensure that a record of any safeguarding information is obtained from any previous school or nursery for a new pupil joining the school
- Be the Prevent Lead for the school and keep the Headteacher and Safeguarding Governor informed of any issues
- Ensure that children have an ‘appropriate adult’ to support and help them in the case of a police investigation or search
- To ensure safeguarding reports are prepared for the Governing Board.
- To ensure the Safeguarding Policy is reviewed annually in conjunction with the Head and Governing Board, such review to include its effectiveness in practice
- The DSL also acts as a representative for independent schools on the Berkshire West Safeguarding Children Partnership (BWSCP)

Alternative Provisions

- The DSL is responsible for ensuring that written confirmation is gained from the Alternative provision provider that appropriate staff safeguarding checks have been carried out, as well as written information about any arrangements that may put the child at risk.
- The DSL will hold records of the address of the AP and any subcontracted provision or satellite sites that that child may attend
- The DSL will regularly review any AP placements to make sure the placement continues to be safe and meets the child’s needs. If safeguarding concerns occur, the placement should be immediately reviewed and ended if necessary.
- While the child is in Alternative Provision the school remains responsible for the safeguarding of that pupil

DEPUTY DSL(s)

The Deputy DSLs are trained to the same level as the DSL and in the absence of the DSL, carry out those functions necessary to ensure the ongoing safety and protection of pupils, ensuring that the DSL receives copies of all reports and referrals and is fully briefed as soon as possible on his return.

The full responsibilities of the DSL and his deputies are also set out in their job description.

6.3 Responsibilities of the Governing Board

The Governing Board will ensure that:

- There is a whole-school approach to safeguarding, ensuring that safeguarding and child protection are at the forefront of, and underpin, all relevant aspects of process and policy development
- Policies, procedures and training in the school are effective and comply with the law at all times.
- Evaluate and approve this policy at each review, ensuring it complies with the latest statutory guidance and the requirements of the Berkshire West SCP, and hold the headteacher to account for its implementation
- Be aware of its obligations under the Human Rights Act 1998, the Equality Act 2010.
- To complete safeguarding induction training and annual refresher training

- For governors involved in recruitment to undertake safer recruitment training at regular intervals
- To ensure there is a nominated governor for safeguarding, who takes leadership responsibility at Board level for all safeguarding matters. (Contact details are shown in paragraph 1 on Key Personnel.)
- Ensure all staff undergo safeguarding and child protection training, including online safety, and that such training is regularly updated and is in line with advice from the safeguarding partners
- Ensure that the school has appropriate filtering and monitoring systems in place which block harmful and inappropriate without unduly restricting access for educational purposes, and to review their effectiveness at least annually.
- Ensure that the leadership team and staff are aware of and understand the filtering and monitoring systems in place, and that they manage them effectively and know how to escalate concerns when identified.
- Ensure DSL has the appropriate status and authority to carry out their job, including additional time, funding, training, resources and support
- The school has procedures to manage any safeguarding concerns (no matter how small) and any allegations or low-level concerns relating to staff (including supply staff, volunteers and contractors).
- The Chair of Governors will receive and act upon any concerns or allegations made against the headteacher and will liaise the Local Authority Designated Officer (LADO).
- To ensure child protection files are maintained, which show a clear chronology and the reason for decisions taken
- To ensure there is an effective Staff Code of Conduct (including online conduct) which is implemented throughout the school.
- To ensure that the school holds at least two emergency contact numbers for each child.
- To have policies and procedures in place relating to the use of cameras and technology within the EYFS.
- To ensure that safer recruitment procedures are followed in accordance with Part 3 of KCSIE and that all relevant checks are carried out on all staff before starting their employment and recorded in the school's Single Central Record (SCR).
- Where another body is providing services or activities (regardless of whether or not the children who attend these services/activities are children on the school roll) ensure that the other body has appropriate safeguarding and child protection policies/procedures in place and are a condition of using the school premises.
- To ensure the Safeguarding Policy is available publicly on the school website.
- To review the Safeguarding Policy at least annually (and in the case of a serious incident), including an update and review of the effectiveness of procedures and their implementation.

6.4 Responsibilities of the Headteacher

The Headteacher is responsible for:

- The promotion of an overarching culture of safeguarding so the welfare of children is embedded within all the school's processes and procedures which operate with the best interests of the child at their heart.

- To have read and understood all parts of KCSIE thereby ensuring that the school's policy and procedures follow statutory guidance.
- Ensuring that staff (including temporary staff) and volunteers are informed of the school's systems that support safeguarding, including this policy, as part of their induction and annual training
- Ensuring systems are in place, which are easily understood and easily accessible for pupils to report concerns, including abuse.
- To ensure pupils are taught about keeping safe, including online
- To ensure that all staff feel able to raise concerns about poor or unsafe practice and that such concerns are handled sensitively in accordance with the school's Whistleblowing procedures.
- Communicating this policy to parents/carers when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- To deal with any reports regarding low level concerns or allegations being made against another member of staff or volunteer, (this includes behaviour outside of school that might indicate an individual is unsuitable to work with children),
- to seek advice and liaise with the Local Authority Designated Officer (LADO) regarding concerns about adults
- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person
- Overseeing the safe use of technology, mobile phones and cameras in the setting
- To undertake training on safer recruitment at regular intervals
- To monitor the effectiveness of this policy and its procedures in liaison with the Governing Board and SLT and to remedy any deficiencies immediately.

7. Children with special educational needs, disabilities, health issues or other vulnerabilities

Some children have an increased risk of abuse, both online and offline, and additional barriers can exist for them with respect to recognising or disclosing it. The school is committed to anti-discriminatory practice and recognises children's diverse circumstances and ensures that all children have the same protection, regardless of any barriers they may face.

Pupils who may be especially vulnerable include those who:

- are disabled
- have special educational needs (not only those with a statutory education health and care (EHC) plan)
- may experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- have English as an additional language (EAL)
- are a young carer
- have been bereaved

- are frequently missing/go missing from education, care or home
- are persistently absent from school, or not in receipt of full-time education
- are a privately fostered child
- show signs of being drawn into anti-social or criminal behaviour, including being affected by gangs and county lines and organised crime groups and/or serious violence, including knife crime
- view problematic and/or inappropriate online content (for example, linked to violence), or developing inappropriate relationships online
- are in challenging family circumstances with drug and alcohol misuse, adult mental health issues, domestic abuse
- are misusing drugs or alcohol
- have mental health needs or a family member with mental health needs
- are looked after or previously looked after (See section 23)
- have returned home to their family from care
- are at risk of so-called 'honour'-based abuse such as female genital mutilation (FGM) or forced marriage
- are at risk of modern slavery, trafficking, sexual and/or criminal exploitation, radicalisation
- are asylum seekers
- have a parent or carer in custody or is affected by parental offending
- have experienced multiple suspensions and is at risk of being permanently excluded
- their parent/carers has expressed an intention to remove them from school to be home educated

Staff are made aware that such children may be especially at risk of abuse and are also more prone to peer group isolation or bullying. Therefore, extra care must be taken to correctly interpret apparent signs of abuse or neglect. Staff should be aware that:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without seeking further exploration
- these children can be more prone to peer group isolation or bullying (including prejudice-based bullying) than other children
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
- communication barriers and difficulties in managing or reporting these challenges
- cognitive understanding – being unable to understand the difference between fact and fiction in online content and then repeating the content/behaviours in school or the consequences of doing so.

The school offers extra pastoral support for these pupils. This includes:

- Pupils with SEND are additionally supported the SENDCOs and their ALC team both educationally and pastorally.

- Regular liaison takes place between the SENDCOs, DSL and wider staff so that they are well informed on how best to support individual pupils. This includes during INSET and regular staff pastoral meetings which take place weekly.

Any abuse involving pupils with SEND will result in close liaison with the DSL (or deputy) and the SENCO.

8. What to do when there are concerns about a child or if a child makes a disclosure

It is important that children receive the right help at the right time to address risks and prevent issues escalating. It is therefore vital that all staff understand their responsibility to:

- Identify and refer **any concerns** about a child
- listen to the views of the child
- keep clear written records
- reassess concerns if the child's situation does not improve
- challenge inaction

Staff see children regularly and know them well, so are in a unique position to observe signs of neglect, abuse, emotional distress, changes in behaviour and/or failure to thrive. It is important that staff strive to build trusted relationships with children which facilitates communication.

It is more common with younger children for concerns to arise through staff observations and casual conversation rather than a child making a direct disclosure. There may also be a change in a pupil's art or written work which may show signs of confusion or distress. Staff should be aware that younger pupils may also talk about, or demonstrate behaviour, through their play which may give rise to safeguarding concerns.

Concerns may also be raised about a parent/carer's interaction with a pupil or issues such as parental alcohol misuse, domestic abuse or mental health.

If there is any concern at all, (including concerns related to domestic abuse, mental health, extremism and FGM) this must be reported and recorded. In many safeguarding cases it is not one major incident which triggers a referral, but a series of seemingly minor events. It is therefore of the utmost importance that all concerns are recorded and reported to the DSL or in his absence a DDSL immediately.

Appendix 1 of this policy gives details about recognising types of abuse, neglect and other safeguarding issues with which staff should be familiar.

8.1 Action if staff have a concern about a pupil

If a member of staff is concerned about a pupil the matter should be referred to the DSL, or the Deputy in the DSL's absence, immediately.

Staff may speak directly to the DSL or Deputy DSL first to discuss their concern or may enter their concern straight on to CPOMS (the school's management system for safeguarding) for attention by

the DSL. In either case, reporting a concern must not be delayed and must be reported as soon as possible and always on the same working day.

In all instances, a written record must be made by the member of staff on CPOMS, which all staff have access to.

Any member of staff who cannot access CPOMS for any reason must always contact the DSL directly, and without delay.

8.2 Action if a child makes a disclosure

If a child discloses a safeguarding issue:

- **Listen carefully** and keep an open mind. Staff should not take a decision as to whether or not abuse has taken place. When the pupil has finished talking, make sure that he/she feels secure and, if appropriate, explain what you are going to do next.
- **Stay calm** and do not show you are shocked or upset
- **Reassure** the pupil, if they have made a disclosure, that he/she is right to tell and is not to blame. A pupil must never be given the impression that they are creating a problem by reporting abuse. Nor should a pupil ever be made to feel ashamed for making a report.
- **Do not promise confidentiality.** Explain that you must make sure that the pupil is safe, and you will need to ask other adults to help you to do this.
- **Do not cross question the pupil.** You must not ask leading questions, that is, a question which suggests its own answer. Let the pupil tell you what he or she wants to and no more. If you need to ask questions, they should be open 'TED' questions – Tell me, Explain to me, Describe.... The pupil may be interviewed by a specialist later and too much questioning may prejudice later investigations or cause the child to become anxious and retract his/her information.
- **Do not make notes during the conversation** as this may deter the child from talking to you. Try to remember the exact words used by the pupil and write these down as soon as possible after talking to the child, using the child's own words as far as possible.
- **Be aware that** younger pupils may disclose issues of a safeguarding nature in general conversation rather than as a specific disclosure to a member of staff.
- **Do not attempt any examination** or remove a pupil's clothes to look further at an injury. Under no circumstances should photographs be taken of a pupil's injury. It may be possible to observe the pupil during the normal school routine, for example in a physical education (PE) class. If a pupil wants to show you his or her injuries, make sure that a colleague is with you as a witness. Try to arrange for one of you to be the same sex as the pupil.
- **Do not attempt to investigate** matters further; your role is to listen, record and report your concerns to the DSL.
- **Do not discuss the matter with anyone else**, including other staff and parents. Report to the DSL immediately. He will then determine the next course of action.

If a concern or disclosure involves online images staff must follow the specific advice in Section 18 of this policy.

Staff must be aware that some children may:

- Not feel ready, or know how to tell someone that they are being abused, exploited or neglected
- Not recognise their experiences as harmful
- Feel embarrassed, humiliated or threatened. This could be due to their vulnerability, disability, sexual orientation and/or language barriers

This must not prevent staff from having a professional curiosity and speaking to the DSL if they have any concerns whatsoever.

8.3 Action if a child is in immediate danger

The policy of the school requires that all referrals are made by the school's DSL; however, anybody can make a referral and in exceptional circumstances staff may raise concerns directly with Children's Services. If, at any point, there is a risk of immediate serious harm to a pupil a referral should be made to Children's Services or the police on 999 immediately.

Inform the DSL as soon as possible if you make a referral directly.

[The Berkshire West Safeguarding Children Partnership](#) provides information specific to the reporting processes for Wokingham, Reading and West Berkshire. This includes links to specific reporting forms, phone numbers and email addresses.

A number of pupils live within the jurisdiction of other local authorities the details of which can be found by searching the child's postcode in the link below.

<https://www.gov.uk/report-child-abuse-to-local-council>

The key phone numbers for out of hours social services relevant to the area in which a child lives:

Wokingham - 01344 351999

Hampshire - 0300 555 1373

Reading - 0118 937 3641

9. Early help

Early help means providing support as soon as a problem emerges at any point in a child's life.

Additional support systems in school may form part of early help strategies, e.g. additional pastoral support, school mentors, support from a counsellor and will feed into Local Authority early help measures as required. Evidence is kept of all early help interventions.

If an early help assessment is appropriate, the DSL will generally lead on liaising with other agencies and organising additional support which the school may provide, in addition to setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

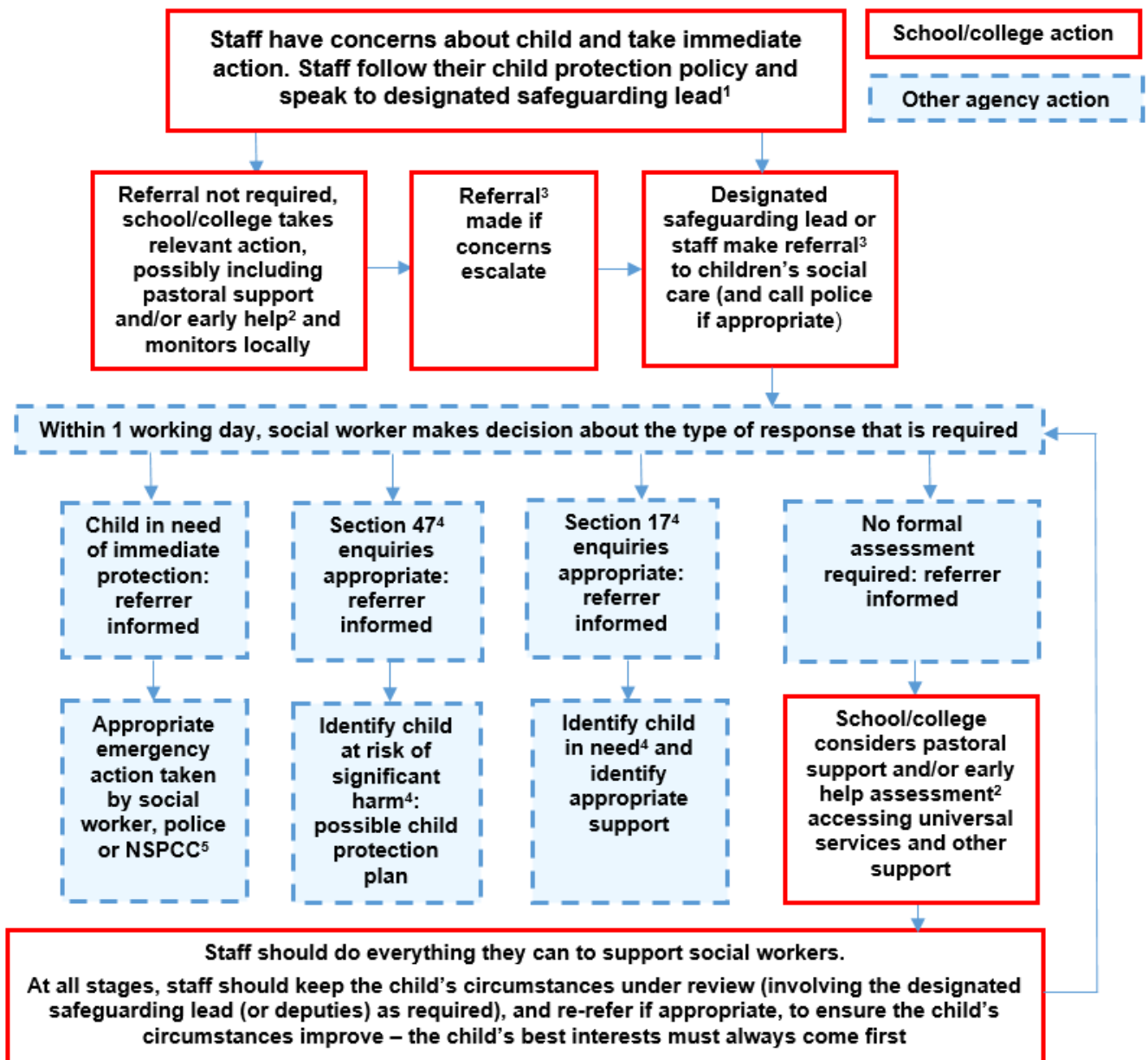
10. Referrals

The DSL will decide if it is appropriate to seek advice or refer the case to local authority children's social care or the police. In almost all cases the DSL will make the referral as noted in Section 8 above.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

Figure 1: 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 the school's Allegations Policy.

² Early help means providing support as soon as a problem emerges at any point in a child's life. (See section [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.

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 [Working Together to Safeguard Children](#).

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

11. Recording safeguarding concerns

- Abuse and neglect are complex issues and are rarely standalone events; therefore, they require a culture of vigilance, professional insight and respectful challenge, as well as effective recording, reporting and monitoring systems.
- All staff have an appropriate level of access to CPOMS which enables them to record concerns. The DSL and DSLs have full access to enable them to record actions and store all safeguarding records securely.
- All safeguarding concerns must be recorded on CPOMS, the school's management system for safeguarding.
- Regarding any conversations directly with a pupil or overheard, staff must keep a written record of the conversation and concerns arising.
- The record should include the date, time and place of the conversation, who was present and what was said by the pupil. The record should use names, not initials, for all references to people.
- The record should be specific. Record actual behaviour and language used by a pupil rather than more vague terms such as inappropriate language/behaviour.
- Staff should make the record as soon as possible after speaking to the pupil so the pupil is not alarmed by notes being taken and before the conversation is discussed with anyone else. It is important to record as much as can be remembered, using the pupil's own words.
- The record should contain facts and information only, taking care to avoid personal opinion.
- Notes made of such disclosures or concerns could become part of a statutory assessment by Children's Services and/or part of a criminal investigation so must be completed accurately.
- If more than one member of staff is present when a pupil discloses information or behaves in a manner which gives rise to concerns, each member of staff must make a separate safeguarding report on CPOMS.
- The report must be completed so all the facts known are recorded and so the DSL has a full picture of what has given rise to the concern.
- It is important to record all concerns regarding the welfare of pupils, even those which may appear minor. This is because it is common for minor pieces of evidence to emerge over time and build up a pattern. This type of recording also allows information from various members of staff to be collated.

12. Record-keeping

- The school will hold records in line with its records retention schedule.
- All safeguarding concerns, discussions, decisions made and the rationale for those decisions must be recorded in writing. This includes instances where referrals were or were not made to another agency such as local authority children's social care or the Prevent programme,
- Records must include:
 - i. A clear and comprehensive summary of the concern, including the child's own language if a disclosure of any kind has been made.
 - ii. Details of how the concern was followed up and resolved
 - iii. A note of any action taken, decisions reached and the outcome
- Concerns and referrals will be kept in a separate child protection file for each child.

- Confidential information and safeguarding records will be held securely and only available to those who have a right or professional need to see them.
- Safeguarding records relating to individual children will be retained until the child's 25th birthday and then reviewed.
- The DSL will ensure that the child protection file is forwarded securely, and separately from the main file if a pupil moves to another school in accordance with the time stated in KCSIE, That is
 - i. **5 days** for an in-year transfer, or within
 - ii. **The first 5 days** of the start of a new term
- In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.
- All safeguarding information about a pupil is stored securely electronically within the CPOMS system. Where a child has joined from another setting and a paper file is received this will be converted to an electronic copy and the paper file will be destroyed.
- The school will ensure that it makes enquiries for any child joining the school to ensure all safeguarding information is received from the previous school or setting.

13. Confidentiality and information sharing

- Further information is available in the HM Government guidance Information Sharing (2024) which should always be consulted if there is any doubt about consent or sharing information.
- All staff must understand that child protection issues warrant a high level of confidentiality, not only out of respect for the pupil and staff involved but also to ensure that information is not released into the public domain.
- Staff should only discuss safeguarding or child protection concerns with the Headteacher, DSL, or Chair of Governors (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis.
- The guidance states that the most important consideration should be whether sharing information is necessary to safeguard and protect a pupil. **Data protection legislation and guidance must not be allowed to stand in the way of sharing information to safeguard pupils.**
- Information shared should be:
 - i. **Necessary and proportionate** - Any information shared must be proportionate to the need and level of risk.
 - ii. **Relevant** - Only information that is relevant to the purposes should be shared with those who need it.
 - iii. **Adequate** - Information should be adequate for its purpose. Information should be of the right quality to ensure that it can be understood and relied upon.
 - iv. **Accurate** - Information should be accurate and up to date and should clearly distinguish between fact and opinion. If the information is historical then this should be explained.
 - v. **Timely** - Information should be shared in a timely fashion to reduce the risk of harm.
 - vi. **Secure** - Wherever possible, information should be shared in an appropriate, secure way.

vii. **Record** - Information sharing decisions should be recorded whether or not the decision is taken to

- If staff need to share 'special category personal data', Data Protection legislation contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if: it is not possible to gain consent; it cannot be reasonably expected that a practitioner gains consent; or if to gain consent would place a child at risk

14. Communication with parents/carers

- All parents are aware from the publication of this policy on the school's website that the school has a safeguarding policy and is required to follow statutory guidance in respect of reporting to Children's Services any case of suspected abuse.
- From this policy and from notices in the school buildings, parents are made aware of the identities of the DSL and Deputy DSL with whom they may discuss concerns.
- The school will work with parents and outside agencies to help support pupils and their families; however, it will always put the duty of care to the pupil as its priority and will refer concerns if it considers a pupil is or may be at risk of harm or has suffered harm.
- The DSL will normally request a meeting with the parents of the pupil about whom there are concerns to discuss the matter. He/she will explain the reasons for the school's concerns and the course of action the school intends to take. If the DSL believes that notifying the parents or carers would increase the risk to the child, he will discuss this with the local authority children's social care team before doing so.
- Other staff may not talk to parents or carers about any such concerns without express permission from the DSL.
- Referrals to Children's Services or the LADO (or initial advice from either service) do not require prior parental consent. The DSL must act in the best interests of the pupil, even if this results in making a referral against the parents' wishes.
- If the DSL believes that notifying parents might in any way exacerbate the problem, increase the risk to the pupil or if there are any other extenuating circumstances, initial advice will be sought from Children's Services prior to notifying the parents. This may result in an immediate referral to Children's Services without parents being notified.
- If a decision is made not to discuss concerns with the child's parents or carers, this will be recorded in the child's Safeguarding records with a full explanation of the reason for this decision.
- If there is an allegation which involves a member of staff, parents will only be informed after the school has consulted with the LADO and has obtained the LADO's consent.
- In the case of allegations of abuse made against other children, the DSL will normally notify the parents or carers of all the children involved. The DSL will work with the police and/or local authority children's social care to ensure the approach to information sharing is consistent.
- The DSL will, along with any relevant agencies (this will be decided on a case-by-case basis):
- Meet with the victim's parents or carers and with the victim, to discuss measures to safeguard them, and understand their wishes in terms of what support they may need and how the report will be progressed

- Meet with the alleged perpetrator's parents or carers to discuss support for them, and measures put in place, e.g. moving them out of classes with the victim, and the reason(s) behind any such decision(s).
- If a parent has any safeguarding concerns, he/she should contact the school's DSL as soon as possible.

15. Reporting systems for pupils

- The school recognises the importance of ensuring pupils feel safe and comfortable to come forward and report any concerns and/or allegations.
- To achieve this the school ensures there are:
 - i. Systems in place for pupils to confidently report abuse
 - ii. Reporting systems are well promoted, easily understood and easily accessible for pupils
 - iii. Make it clear to pupils that their concerns will be taken seriously, and that they can safely express their views and give feedback
- The school recognises that it can often be difficult for a pupil to directly disclose a concern verbally or face to face. Pupils in Eaton Grange have a 'report a concern' icon installed on the desktop of the 1:1 devices. Should a pupil submit a concern using this, the DSL team are alerted by e-mail. Where appropriate the DSL or a deputy will then initiate a conversation with the pupil to glean further information, offer reassurance or to let them know what will happen next.

16. Concern about a child's mental health

- Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.
- Staff must be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.
- If you have any mental health concerns about a child regardless of whether you believe it is also a safeguarding concern or not, take immediate action by following the steps in Section 8 above.
- The school has 13 members of staff trained in mental health first aid. The DSL (Malcolm McCue) and a DDSL (Maddie Graham) are trained as Senior Mental Health leads.
- Berkshire West SCP provides information for local and national mental health services via [this link](#).
- Wokingham specific information can be found [here](#).

17. Child-on-child abuse

(also see Part 5 of KCSIE and the school's Anti-bullying policy, Behaviour Policy, RSE Policy)

It should be noted that a child is anyone under the age of 18.

- The school recognises that children are also capable of abusing other children and the gendered nature of such abuse in that it is more likely that girls will be victims and that boys will be perpetrators; however, all child-on-child abuse is unacceptable and will be taken seriously.

- Abuse will never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”, as this can lead to a culture of unacceptable behaviours and an unsafe environment for pupils. Such behaviour must always be challenged.
- Any child can be vulnerable to child-on-child abuse and staff should be alert to signs of such abuse amongst all children. However, individual and situational factors can increase a child's vulnerability to abuse. For example, children who are more likely to follow others and/or who are socially isolated may be more vulnerable, as may pupils with SEND or certain medical conditions.
- Children who identify as lesbian, gay, bisexual, questioning their gender (LGBTQ+) can also be targeted. In some cases, a pupil who is perceived to be LGBTQ+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ+.
- Risks can be compounded where children who are LGBTQ+ lack a trusted adult with whom they can be open. Staff will endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share any concerns with members of staff.
- All children involved whether victim or perpetrator will be treated as “at risk” and supported.
- Staff are made aware that child-on-child abuse may happen inside or outside school or online and that that even if there are no reports in the school it does not mean child-on-child abuse is not happening, it may be the case that it is just not being reported.
- A member of staff receiving an allegation of abuse by a pupil, or with concerns about a pupil, should report this immediately to the DSL following the reporting procedures outlined above in Section 8.
- Child on child abuse is most likely to include, but may not be limited to:
 - i. bullying (including cyberbullying, prejudice-based and discriminatory bullying)
 - ii. abuse in intimate personal relationships between children
 - iii. physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
 - iv. sexual violence and sexual harassment (see below and Part five of KCSIE)
 - v. Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery)
 - vi. causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
 - vii. upskirting (which is a criminal offence), which typically involves taking a picture under a person's clothing without their permission
 - viii. initiation/hazing type violence and rituals.

Through safeguarding training and anti-bullying training, staff are made aware of the harm caused by child-on-child abuse and follow the school's Behaviour Policy, Anti-bullying Policy and safeguarding procedures as appropriate. It may be appropriate to regard a young person's behaviour as abusive if:

- there is a large difference in power (for example age, size, ability, development) between the young people concerned;
- the perpetrator has repeatedly tried to harm one or more other children;
- there are concerns about the intention of the alleged perpetrator;
- there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm'

17.1 Procedures for dealing with allegations of child-on-child abuse

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

- Record the allegation and inform the DSL as outlined in Section 8 above
- Do not investigate further
- If appropriate, the DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence.
- The DSL will not undertake any enquiry or investigation where a case is referred to Children's Services or the police. The initial assessment of any allegation will be made by Children's Services and the DSL to judge whether there is a need for immediate action to protect the pupils involved, whether the allegation is demonstrably false or whether there has been inappropriate behaviour that can be dealt with through the school's usual disciplinary procedures. The DSL will lead enquiries at school level if agreed with the relevant investigating agencies.
- The DSL will inform the parents of the pupil making the allegation and the parents of the alleged perpetrator and will explain the likely course of action. If Children's Services or the police have been informed the school will follow the relevant agency's guidance about what information may be disclosed and to whom.
- The DSL will put a risk assessment and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed. This will include considering school transport as a potentially vulnerable place for a victim or alleged perpetrator(s). Support from outside agencies if applicable, will also be put in place for any victims or any other pupil affected. All support offered in these circumstances will be determined on a case-by-case basis depending on the circumstances.
- The DSL will contact the Child and Adolescent Mental Health Services (CAMHS), if appropriate.
- If the incident is a criminal offence and there are delays in the criminal process, the DSL will work closely with the police (and other agencies as required) while protecting children and/or taking any disciplinary measures against the alleged perpetrator.
- Any required sanctions following child-on-child abuse will be determined on a case-by-case basis.
- The Head will make the decision whether or not to suspend or exclude the pupil(s) involved.
- If pupils are found to have made malicious allegations, appropriate sanctions will be applied, which could include temporary or permanent exclusion.

The record of the allegation, actions and outcomes will all be recorded on the school's CPOMS system.

17.2 Child on child abuse which involves sexual violence and sexual harassment

- The school also has a zero-tolerance approach to any form sexual violence and sexual harassment; it is never acceptable and will not be tolerated. It is not an inevitable part of growing up
- Sexual violence and sexual harassment can occur between children or groups of children of any age and sex, and within intimate personal relationships between young people. It can also occur online.

- Staff must be aware of the importance of challenging behaviour (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them
- It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe and that the law on child-on-child abuse is there to protect them, not criminalise them
- Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.
- A victim must never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment, or any other form of abuse. Nor should a victim ever be made to feel ashamed for making a report.
- Staff should follow the processes outlined in this policy in Section 8 and report matters to the DSL if they have any report of sexual violence or sexual harassment, including those that have happened outside the school and/or online.
- A child displaying harmful sexual behaviour may also be an indication that they are a victim of abuse themselves.
- When responding to a report of sexual violence the DSL will decide on the response following the advice in Section 5 of KCSIE. This will include
 - i. Initial response - considering the needs of both victim(s) and alleged perpetrator(s).
 - ii. Record Keeping
 - iii. Risk Assessment
 - iv. Consideration of most appropriate response: internal management, early help, referral to Children's Social Care and/or referral to the Police.
 - v. Ongoing response – safeguarding and support for all parties
- Any sanctions required will be determined on a case-by-case basis.
- Appropriate support in school, and from outside agencies if applicable, will also be put in place for any victims or any other pupil affected. The support offered in these circumstances will be determined on a case-by-case basis depending on the circumstances.

Following any cases the school will:

- Look for potential patterns of concerning, problematic or inappropriate behaviour, and decide on a course of action where any patterns are identified
- Consider if there are wider cultural issues within the school that enabled inappropriate behaviour to occur and whether revising policies and/or providing extra staff training could minimise the risk of it happening again
- Remain alert to the possible challenges of detecting signs that a child has experienced sexual violence, and show sensitivity to their needs

17.3 Creating a supportive environment in school and minimising the risk of child-on-child abuse

The school recognises the importance of taking proactive action to minimise the risk of child-on-child abuse, and of creating a supportive environment where victims feel confident to report incidents.

To achieve this, the school will:

- Challenge any form of derogatory or sexualised language or inappropriate behaviour between pupils, including requesting or sending sexual images
- Ensure there is a strong and positive pastoral care system enhanced by the curricula of PSHE, RSE, RE and IT to provide pupils with a variety of opportunities to learn about appropriate behaviours and to talk things through and explore disputes, concerns or difficulties.
- Be vigilant to issues that particularly affect different genders – for example, sexualised or touching or grabbing of female pupils, and initiation or hazing type behaviours with respect to boys
- Ensure the curriculum educates pupils about appropriate behaviour and consent
- Ensure pupils are able to easily and confidently report abuse using the reporting systems (as described in Section 8)
- Ensure staff reassure victims that they are being taken seriously
- Be alert to reports of sexual violence and/or harassment that may point to environmental or systemic problems that could be addressed by updating policies, processes and the curriculum, or could reflect wider issues in the local area that should be shared with safeguarding partners
- Support children who have witnessed sexual violence, especially rape or assault by penetration.
- Consider intra-familial harms and any necessary support for siblings following a report of sexual violence and/or harassment
- Ensure staff are trained to understand:
 - How to recognise the indicators and signs of child-on-child abuse, and know how to identify it and respond to reports
 - That if they have any concerns about a child's welfare, they should act on them immediately and that victims may not always make a direct report. For example:
 - Children can show signs or act in ways they hope adults will notice and react to
 - A friend may make a report
 - A member of staff may overhear a conversation
 - A child's behaviour might indicate that something is wrong
 - That certain children may face additional barriers to telling someone because of their vulnerability, disability, gender, ethnicity and/or sexual orientation
 - That a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy
 - That social media is likely to play a role in the fall-out from any incident or alleged incident, including for potential contact between the victim, alleged perpetrator(s) and friends from either side

18. Youth produced sexual imagery, nudes/semi-nudes, sexting, upskirting

Also see UKCIS Education Group: Sharing nudes and semi-nudes: advice for education settings working with children and young people (March 2024) and Part 5 of KCSIE

The practice of children sharing images and videos via text message, email, social media or mobile messaging apps has become commonplace. However, this online technology has also given children the opportunity to produce and distribute inappropriate imagery (nudes, semi-nudes,

sexting) in the form of photos and videos, including pseudo-images, which are computer-generated images.

Such imagery involving anyone under the age of 18 is illegal.

Upskirting is also a criminal offence and typically involves taking a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any gender can be a victim.

Parents will be informed at an early stage of inappropriate online behaviour, unless there is reason to believe that involving parents would put the pupil at risk of harm.

If there is concern a young person has been harmed or is at risk of harm a referral will be made to Children's Services, or the police following the procedures as outlined above.

18.1 Staff responsibilities when responding to an incident

If staff are made aware of an incident involving the consensual or non-consensual sharing of nude or semi-nude images/videos, including pseudo-images, which are computer-generated images that otherwise appear to be a photograph or video, (whether this has taken place in or out of school) this must be reported to the DSL immediately.

Staff must

- confiscate the device involved and set it to flight mode or, if this is not possible, turn it off
- explain to the pupil that the matter must be reported to the DSL and reassure the pupil(s) that they will receive support

Staff must not:

- View, copy, print, share, forward, store or save the imagery yourself as this could constitute a criminal offence (if the imagery has been seen because a pupil presented it, this must be reported to the DSL)
- Ask a pupil to share or download it
- Delete the imagery or ask the pupil to delete it
- Promise the pupil confidentiality
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

18.2 Action by the DSL

Initial review meeting

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

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

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

- The incident involves an adult. Where an adult poses as a child to groom or exploit a child or young person, the incident may first present as a child-on-child incident. (See appendix 2 for more information on assessing adult-involved incidents)
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to SEN)
- The description given to the DSL of the images or videos suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The description of the imagery involves sexual acts and any pupil in the images or videos is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of nudes and semi-nudes (for example, the young person is presenting as suicidal or self-harming)

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

Further review by the DSL

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

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

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

Informing parents/carers

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

Referring to the police

If it is necessary to refer an incident to the police, this will be done by calling 101.

Recording incidents

All incidents of sharing of nudes and semi-nudes, and the decisions made in responding to them, will be recorded. The record-keeping arrangements set out in sections 11 and 12 of this policy also apply to recording these incidents.

18.3 Preventative measures

Pupils are taught about the issues surrounding the sharing of nudes and semi-nudes as part of relationships and sex education (RSE) and computing programmes. Teaching covers the following in relation to the sharing of nudes and semi-nudes:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive and when it may be deemed as online sexual harassment
- Issues of legality; that is an offence for anyone
- The risk of damage to people's feelings and reputation

Pupils also learn the strategies and skills needed to manage:

- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

This policy on the sharing of nudes and semi-nudes is also shared with pupils so they are aware of the processes the school will follow in the event of an incident.

Teaching follows best practice in delivering safe and effective education, including:

- Putting safeguarding first
- Approaching from the perspective of the child
- Promoting dialogue and understanding
- Empowering and enabling children and young people
- Never frightening or scare-mongering
- Challenging victim-blaming attitudes

19. Additional abuse support resources

In line with *Keeping Children Safe in Education (KCSIE) 2025*, our school recognises the importance of providing pupils and staff with access to trusted sources of support, advice, and guidance in relation to abuse, exploitation, and harmful sexual behaviours.

The following organisations and resources are specifically highlighted in the statutory guidance and will be made available to staff, parents/carers, and pupils where appropriate:

1. Shore Space (Lucy Faithfull Foundation)

A confidential online chat service for young people who are worried about their own or someone else's sexual thoughts and behaviours.

Website: www.shore-space.org

2. Centre of Expertise on Child Sexual Abuse (CSA Centre)

Professional resources to help schools and staff identify, understand, and respond to child sexual abuse and harmful sexual behaviours.

Website: www.csacentre.org.uk

3. Preventing Child Sexual Exploitation (Children's Society / Home Office)

Guidance and advice to support professionals and families in recognising, preventing, and responding to child sexual exploitation.

Website: www.childrenssociety.org.uk

20. Online safety and the use of mobile technology

Also see the school's policies on Online Safety and Mobile phones

In line with *Keeping Children Safe in Education (KCSIE) 2025*, the school recognises that online environments present both opportunities for learning and significant safeguarding risks. All staff have a duty to understand, identify, and respond appropriately to these risks.

Online harms can arise through **content**, **contact**, and **conduct**, as well as risks related to **commerce**. The school will educate pupils, train staff, and implement filtering, monitoring, and reporting procedures to minimise these risks.

1. Content Risks

Pupils may be exposed to harmful or inappropriate material, including (but not limited to):

- **Sexual or violent content** (including pornography and extremist material).
- **Misinformation** – false information shared without harmful intent.
- **Disinformation** – false or manipulated information shared deliberately to mislead, including *fake news*.

- **Conspiracy theories** – unsubstantiated claims which may undermine trust, fuel radicalisation, or harm wellbeing.
- **Bias and hate material** targeting protected characteristics.
- **Self-harm or suicide content** encouraging unsafe behaviours.
- The school will embed critical digital literacy skills across the curriculum to help pupils recognise, question, and report harmful or misleading online content.

2. Contact Risks

Pupils may be subjected to:

- Grooming or exploitation (sexual, criminal, financial).
 - Bullying, harassment, or threatening behaviour.
 - Coercion into harmful communities, including extremist or radicalising groups.
- All concerns will be treated as safeguarding matters and responded to under the school's safeguarding procedures.

3. Conduct Risks

Pupils may be at risk of harm through their own behaviour online, such as:

- Sharing inappropriate images (self-generated or of others).
- Engaging in cyberbullying.
- Creating or distributing harmful material.
- Oversharing personal information.

The school will provide education on digital responsibility, resilience, and respectful online conduct.

4. Commerce Risks

Children may also face risks linked to commercial exploitation online, including:

- In-app purchases, scams, and phishing.
- Gambling or simulated gambling.
- Targeted advertising or exploitation of personal data.

Parents/carers will be supported to understand these risks and monitor their child's use of online platforms.

20.1 School Responsibilities

- The school will use the DfE's **Plan Technology for Your School** tool to review and strengthen filtering and monitoring systems.
- The school will align practice with DfE guidance on **Generative AI: product safety expectations**, ensuring that AI tools are used safely and responsibly in teaching and learning.
- Staff will receive regular training to remain alert to emerging online harms.
- Pupils will be taught how to stay safe online through the computing curriculum, RSHE, assemblies, and cross-curricular approaches.

To mitigate the risks above the school has procedures in place including but not limited to:

- robust processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff, volunteers and governors
- educates the whole school community in its safe and responsible use of technology, including mobile and smart technology (referred to as 'mobile phones')
- sets clear guidelines for the use of mobile phones for the whole school community

- establishes clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate
- no pupil has access to their mobile phone while at school
- train staffs, as part of their induction, on safe internet use and online safeguarding issues including cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required at least once each academic year
- Ensure staff are aware of the requirements in the Staff Code of Conduct relating to the use of technology of all kinds
- Make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the [DfE's guidance on searching, screening and confiscation](#)
- Carry out an annual review of our approach to online safety that considers and reflects the risks faced by our school community and the wider national situation
- Provide regular safeguarding and children protection updates including online safety to all staff, at least annually, in order to continue to provide them with the relevant skills and knowledge to safeguard effectively

21. Staff and Visitor Mobile Phones/Devices

Little Grange and Reception:

Parents and visitors are alerted to the fact that Little Grange is a mobile phone-free zone through clear signage to this effect. The Reception classroom is also a mobile free zone when children are on site. Visitors using a mobile phone will not be allowed access to the premises until it is switched off and put away. Personal mobile phones belonging to members of staff are not used on the premises during working hours. The exception to this is in an emergency, when mobile phones may be used in the Little Grange Staffroom, but only with the permission of the Nursery Manager. Reception staff should not use their phones at any time during the school day, or when children are on site.

All personal mobile phones are stored in the staffroom of Little Grange.

Members of staff ensure that the main telephone number of Holme Grange is known to immediate family should they need to be contacted in an emergency. Early Years staff have access to a School phone and all staff have access to a School mobile phone when taking children off-site for trips or any visits.

In the event that staff take their own mobile phones on outings for use in case of an emergency, the making or receiving of personal calls is not permitted. Members of staff do not use their personal mobile phones to take photographs of children on outings or trips. School iPads are available for this purpose.

22. Artificial intelligence (AI)

Also see section 18 above

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

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

Holme Grange will treat any use of AI to access harmful content or bully pupils in line with this policy and our anti-bullying and behaviour policies.

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

23. Pupils with a social worker

- Pupils may have an allocated social worker due to safeguarding or welfare needs of the child or the family. The school recognises that a child's experiences of adversity and trauma can leave them vulnerable to further harm as well as potentially creating barriers to attendance, learning, behaviour and mental health.
- The DSL and all members of staff will work with and support social workers to help protect vulnerable children.
- Where the school is aware that a pupil has a social worker, the DSL will always inform the social worker immediately about any new or additional concerns and all information relating to attendance and the provision of pastoral and/or academic support.

24. Looked-after and previously looked-after children

The school will ensure that staff have the skills, knowledge and understanding to keep looked-after children and previously looked-after children safe. In particular, we will ensure that:

- Appropriate staff have relevant information about children's looked after legal status, contact arrangements with birth parents or those with parental responsibility, and care arrangements
- The DSL has details of children's social workers and relevant virtual school heads

The school has appointed an appropriately trained teacher, Malcolm McCue – Deputy Head - DSL, to take the lead on promoting the educational achievement of looked-after and previously looked-after children.

As part of their role, he will:

- Work closely with the DSL team to ensure that any safeguarding concerns regarding looked-after and previously looked-after children are quickly and effectively responded to
- Work with virtual school heads to promote the educational achievement of looked-after and previously looked-after children.

25. Pupils who are lesbian, gay, bisexual or gender questioning

The section of KCSIE 2025 on gender questioning children remains under review, pending the outcome of the gender questioning children guidance consultation, and final gender questioning guidance documents being published.

Also see the school's Behaviour Policy for more detail on how the school prevents bullying related to gender or sexuality.

The school recognises that pupils who are (or who are perceived to be) lesbian, gay, bisexual or gender questioning (LGBTQ+) can be targeted by other children.

The school also recognises that LGBTQ+ children are more likely to experience poor mental health.

When families/carers are making decisions about support for gender questioning pupils, the school will encourage them to seek specialist clinical help and advice as early as possible.

When supporting a gender questioning pupil, the school will take a cautious approach as there are still unknowns around the impact of social transition, and a pupil may have wider vulnerability, such as complex mental health and psychosocial needs, and in some cases, autism spectrum disorder (ASD) and/or attention deficit hyperactivity disorder (ADHD).

The school will also consider individual needs, in partnership with the child's parents/carers (other than in rare circumstances where involving parents/carers would constitute a significant risk of harm to the pupil). The school will also follow any clinical advice available and consider how to address wider vulnerabilities such as the risk of bullying.

Risks can be compounded when children lack trusted adults with whom they can be open. The school therefore aims to reduce any additional barriers and create a culture where pupils feel they can speak out and can share their concerns with members of staff.

26. Allegations relating to the conduct of a staff member, supply teacher, governor, volunteer or contractor (including low-level concerns)

The school has a separate policy which addresses allegations relating to the conduct of any adult in the school. See Allegations Against Staff (including Low Level Concerns) Policy.

Part 4 of Keeping Children Safe in Education also addresses these matters and will always be followed in the event of any concern or allegation.

As part of its overall safeguarding ethos, the school ensures that it promotes an open and transparent culture in which staff feel confident to report all concerns about adults working in the school (including self-employed staff, supply teachers, volunteers and contractors).

All members of staff must follow the Staff Code of Conduct and conduct themselves in a professional manner, both to ensure the safety of pupils and to reduce the risk of any allegation of improper behaviour.

If any allegation of abuse or suspected abuse is made against a member of staff or volunteer, the school will follow the guidance in Part 4 of KCSIE and the procedures of Berkshire West SCP.

Allegations that might indicate that a person is unsuitable to work with children are where a person has:

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

Any concerns about a member of staff (including a supply teacher, volunteer or contractor), or an allegation is made about a member of staff (including a supply teacher, volunteer or contractor) posing a risk of harm to children, must be referred to the Headteacher as soon as possible.

If the concerns/allegations are about the Headteacher, a referral must be made to the Chair of Governors, without first informing the Headteacher.

If it is believed that there is a conflict of interest in reporting a concern or allegation about a member of staff (including a supply teacher, volunteer or contractor) to the Headteacher, then a report should be made directly to the local authority designated officer (LADO).

Any outside individuals or agencies using the school premises must adhere to the school's Safeguarding Policy and Allegations Against Staff Policy at all times. In the event any concerns or allegations arise the school must be notified immediately, and a report must be made to the LADO.

Any allegations relating to an adult within the EYFS, will, where appropriate result in a notification to Ofsted of the allegation and actions taken, within the necessary timescale (refer to Allegations Against Staff (including Low Level Concerns) Policy).

26.1 Allegations relating to supply teachers/employees of third party

The school's procedures for managing allegations against staff above also apply to staff not directly employed by the school, for example, supply teachers provided by an employment agency or business ('the agency'). The school will usually take the lead, but agencies/ third party employers will be notified and should cooperate in any enquiries from the LADO, police and/or Children's Services.

In no circumstances will the school decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. The school will discuss with the agency whether it is appropriate to suspend the supply teacher, and an investigation is carried out but this decision rests with the Head and the LADO.

26.2 Referral to the Disclosure & Barring Service (DBS) and Teaching Regulation Agency (TRA)

If the school ceases to use the services of any person (whether employed, contracted, a volunteer or a student) because that person was considered unsuitable to work with children, a prompt and detailed report will be made to the DBS.

For teaching staff, the school also has a legal responsibility to report the matter to the Teaching Regulation Agency (TRA) which may result in a prohibition order being issued by the Secretary of State for Education, as required by sections 141D and 141E of the Education Act 2002.

A report to the TRA may also be made for additional reasons 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or a 'conviction, at any time, for a relevant offence'. Advice about whether an allegation against a teacher is sufficiently serious to refer to the TRA can be found in [Teacher misconduct: the prohibition of teachers](#) (October 2015). Further guidance is published on the [TRA website](#).

26.3 Low Level Concerns

- A low level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school may have acted in a way that is inconsistent with the Staff Code of Conduct, including inappropriate conduct outside of work, and does not appear to meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.
- A member of staff may have doubts about the behaviour of another adult towards a pupil, or another child, or concerns about how their own behaviour might be interpreted.
- Examples of such behaviour could include, but are not limited to:
 - being over friendly with children
 - having favourites
 - taking photographs of children on their mobile phone/other device
 - engaging with a child on a 1:1 basis in a secluded area or behind a closed door
 - using inappropriate sexualised, intimidating or offensive language,
 - Email, messaging, use of social media sites or other communication between adults and pupils outside agreed protocols
 - Any incident where he/she feels that his/her actions or behaviour towards a pupil or that of another adult, may have been misinterpreted or may have given rise to a risk or misinterpretation

- Staff must report any low-level concerns whatsoever to the Head or Chair of Governors following the procedures as outlined above in Paragraph 24.1.

27. Checking the identity and suitability of visitors

All visitors will be required to verify their identity to the satisfaction of HR staff.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign in using the INventory system (or sign in book at Little grange) and wear a visitor's badge with a red lanyard.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show a physical copy of their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an appropriate level of DBS check has been carried out (if this is provided, we will not ask to see the DBS certificate)

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

28. Complaints

The school's Complaints Policy applies where parent raises a concern about the conduct of a member of staff that does not reach the threshold for child protection action. Complaints are managed by senior staff, the Headteacher and Governors. The Complaints Policy can be found on the school's website and an explanation of the complaint's procedure is included in the Safeguarding Information Booklet for Parents.

Complaints from staff are dealt with under the school's complaints and disciplinary and grievance procedures.

29. Whistleblowing

Also see the school's Whistleblowing Policy

It is recognised that pupils 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, which may include the attitude or actions of colleagues.

The school's Whistleblowing Policy, included as a part of staff induction, enables staff to raise concerns or allegations in confidence and for a sensitive enquiry to take place. All concerns of poor practice or possible child abuse by colleagues including the DSL must be reported to the Headteacher or to the Chair of Governors in her absence. Complaints about the Headteacher must be reported to the Chair of Governors **without first informing the Head**. All members of the school community have a duty to protect children, and should they have concerns they must make these concerns known.

Staff should also be aware that the NSPCC Whistleblowing Helpline – **0800 028 0285** – is available if they do not feel that the issue can be raised through either the Headteacher or the Chair of Governors.

30. Training

30.1 All staff

Induction and training

The DSL is responsible for ensuring that all new members of staff working in school, and any volunteers, receive training on their responsibilities for safeguarding and child protection and on the procedures for recording and referring any concerns. This training takes place prior to the new member of staff starting work with the children.

All newly recruited staff are provided with the following information and given in-house training on safeguarding issues as part of their induction. This includes:

- Keeping Children Safe in Education, Part 1 and Annex B
- Safeguarding Policy
- Staff Code of Conduct
- Digital Policy, including an understanding of filtering and monitoring
- Whistleblowing Policy
- Behaviour Policy
- Anti-bullying Policy
- Prevent training
- Procedures on managing children who go missing from
- How to report concerns through CPOMS

This training is updated at least annually.

Staff are required to

- read, at least annually, the Safeguarding Policy (i.e. this policy) and the Staff Code of Conduct and must confirm that they have done so.
- to read and understand the current guidance for staff in Part 1 and Annex B of KCSIE and confirm that they have done so.

In addition, training is

- integrated, aligned and considered as part of the whole-school safeguarding approach and wider staff training, and curriculum planning
- in line with advice from the 3 safeguarding partners
- Includes online safety, including an understanding of the expectations, roles and responsibilities for staff around filtering and monitoring
- Includes how to listen, respond to and report any disclosures including those which involve child on child sexual violence or sexual harassment.
- Has regard to the Teachers' Standards to support the expectation that all teachers:
- Manage behaviour effectively to ensure a good and safe environment
- Have a clear understanding of the needs of all pupils

All staff receive training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of becoming involved with or supporting terrorism, and to challenge extremist ideas.

Staff also receive regular safeguarding and child protection updates, including on online safety, as required but at least annually (for example, through emails, e-bulletins and staff meetings).

The school takes a risk-based approach to the level of information provided when training other temporary staff, staff running clubs, contractors and volunteers.

30.2 The DSL and deputies

The DSL and deputies undertake child protection and safeguarding training at least every 2 years which includes training in inter-agency working in line with Annex C of KCSIE.

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

- They also undertake more in-depth Prevent awareness training, including on extremist and terrorist ideologies. The DSL, his deputies and the SLT have all received Prevent Training from the home office.

30.3 Governors

- The Safeguarding Governor and the Chair of Governors receive specific safeguarding training and undertake refresher training every two years, as a minimum.
- All governors receive training about safeguarding and child protection (including online safety) at induction, which is regularly updated. This is to make sure that they:
 - Have the knowledge and information needed to perform their functions and understand their responsibilities, such as providing strategic challenge
 - Can be assured that safeguarding policies and procedures are effective and support the school to deliver a robust whole-school approach to safeguarding
- As the Chair of Governors may be required to act as the 'case manager' in the event of an allegation against the headteacher, they receive training in managing allegations for this purpose.

31. Safer Recruitment

Also see the school's separate policy on Safer Recruitment & the Section of Staff

The school follows statutory guidance for the safer recruitment and employment of staff who work with children as set out in Part Three of KCSIE and *Disqualification under the Childcare Act 2006* (September 2018). All staff are checked as to their suitability.

At least one person conducting any interview for any post at the school will have undertaken safer recruitment training.

32. Staff who have contact with pupils and families

In accordance with EYFS requirements, all EYFS staff who have contact with children and families have supervision sessions which provide them with support, coaching and training in order to promote the wellbeing of children. However, EYFS staff must report any safeguarding concerns to

the DSL immediately and not delay matters by waiting to discuss the concern within a supervision session.

33. Monitoring arrangements

This policy is reviewed **annually** by the DSL in conjunction with the school governors, such review to include its effectiveness in practice. Following every review it will be approved by the full governing board.

34. Legal Framework and links with other school policies

This policy pays due regard to the following statutory guidance and other government advice. It also complies with the procedures of Berkshire West SCP.

- Keeping Children Safe in Education (September 2025)
- Working Together to Safeguard Children (WT) (2018 updated 2023)
- Independent School Standards Regulations (2014)
- HM Gov advice 'What to do if you're worried a child is being abused' (March 2015)
- Safer Recruitment Consortium 'Guidance for safe working practice for those working with children and young people in education settings' (February 2022)
- DfE guidance 'Teaching online safety in school' (January 2023)
- Mental health and behaviour in schools: departmental advice (November 2018)
- When to call the police, non-statutory guidance from the National Police Chiefs' Council ^[1]_[SEP]
- DfE advice 'Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (May 2024)
- DfE Statutory Guidance "Relationships Education, Relationships and Sex Education (RSE) and Health Education" (2019 updated 2021)
- DfE Searching Screening and Confiscation Advice for schools
- UKCIS Education Group: Sharing nudes and semi-nudes: advice for education settings working with children and young people (March 2024)
- Designated teacher for looked after children (February 2018)
- Statutory Framework for the Early Years Foundation Stage (2023)
- DfE statutory guidance 'Children missing education' (September 2016)
- Disqualification under the Childcare Act 2006 (September 2018)
- Counselling in schools: a blueprint for the future (February 2016)
- DfE's Searching Screening and Confiscation Advice
- Prevent Duty Guidance for England and Wales (2023)
- The use of social media for on-line radicalisation (July 2015)
- Equality Act 2010: advice for schools_(updated 2018)
- Promoting the education of children with a social worker: Virtual School Head role extension (June 2022)
- Police and Criminal Evidence Act (PACE) Code C 2019
- Working Together to Improve School Attendance (2024)

This policy links to the following school policies and procedures:

- Positive handling Policy
- Intimate Care Policy
- Complaints Policy
- Tackling-bullying Policy
- Whistleblowing Policy
- SEND Policy
- Behaviour Policy
- Supervision Policy
- Safer Recruitment Policy
- Allegations (including Low-Level concerns) Policy
- Grievance Policy
- Data retention policy
- Disciplinary Policy
- Preventing Extremism and Radicalisation Policy
- FGM and Honour Based Violence
- Positive Mental Health Policy
- E-Safety Policy
- Bereavement Policy
- Transport and safe Driving Policy
- Staff Code of Conduct

Appendix 1: Types of abuse

1. Definition

All school staff should be aware that abuse, neglect, exploitation and other 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. Exercising professional curiosity and knowing what to look for is vital for early identification so staff are able to identify cases of children who may be in need of help or protection.

KCSIE defines abuse as:

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

Paragraph 24 KCSIE (2025)

It is important that all staff are aware of the signs of abuse. The following information on signs of abuse is intended as a guide only; signs listed in one category may apply equally to another, as behaviours can be very interlinked. Any concerns, whether they are listed below or not, should be brought to the attention of the DSL immediately. The following signs are not conclusive evidence but may be a warning, particularly if a pupil exhibits several signs or a pattern emerges. It is important to remember that there may also be explanations, other than abuse, for a pupil showing such signs.

The main categories of abuse outlined in KCSIE, are

- Physical abuse
- Emotional abuse (including domestic abuse)
- Sexual abuse
- Neglect.

2. Risk factors

In an abusive relationship the child may

- appear frightened or wary of the parent/s or other adult
- act in a way that is inappropriate to her/his age and development, although 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 violence.

Staff should be alert to changes in a pupil's behaviour if there is a new carer (e.g., nanny or au pair) in the pupil's home.

3. Recognising signs of physical abuse

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

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
- 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 parts of the body unlikely to be injured accidentally
- variation in colour, possibly indicating injuries caused at different times
- the outline of an object used, e.g., marks from a belt or a hairbrush, or of a handprint
- 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
- circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- scalds that have a line indicating immersion or poured liquid (a child getting into hot water of his/her own accord will struggle to get out and cause splash marks)
- 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
- medical attention is sought after a period of delay when a fracture has caused symptoms such as swelling, pain or loss of movement.

4. Recognising signs of emotional abuse

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

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

The following may be indicators of emotional abuse:

- developmental delay
- abnormal attachment between a child and parent/carer, e.g., excessive anxiety on the part of either
- 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
- reverting to younger behaviour
- depression, withdrawal
- fear of academic failure or ‘getting things wrong’.

For further information on bullying, including cyber bullying, please see the school’s Anti-bullying Policy.

5. Recognising signs of sexual abuse

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

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 makes a disclosure. There may be no physical signs and indications are more 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 pupil’s age
- continual and inappropriate or excessive masturbation
- self-harm (including eating disorders), 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.

Staff should also be aware of the possibility of sexual exploitation.

6. Signs of neglect

Neglect may be defined as the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy because of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate caregivers)
- ensure access to appropriate medical care or treatment.
- be responsive to a child's basic emotional needs.

The following may be indicative of neglect of a child:

- the child is dirty, smelly, poorly clothed or appears underfed
- the child has lingering illnesses which are not attended to
- there is a marked deterioration in schoolwork
- the child exhibits significant changes in behaviour, aggressive behaviour, severe tantrums
- an air of 'detachment' or a 'don't care' attitude
- overly compliant behaviour
- a child who is reluctant to go home or is kept away from school for no apparent reason
- 'tummy pains' with no medical reason
- running away from home, suicide attempts
- extreme anger, sadness or depression
- child left with adults who are intoxicated or violent
- child left alone for excessive periods
- child thrives away from the home environment.

7. Affluent neglect

Staff should also be aware of the impact of affluent neglect, which refers to the neglect experienced by children in more wealthy families. This can be difficult to identify, as the type of neglect experienced by children in these circumstances is often emotional.

Parents may work very long hours or be absent for extended periods, leaving children in the care of paid carers. This can create an emotional disconnect and leave children feeling isolated and lonely, with their emotional needs unfulfilled by their parents. Affluent parents may also subject their children to a high amount of pressure to succeed academically, or in other pursuits such as sport or music, which can lead to psychological and emotional problems.

Absent parents may also have little knowledge of what their children are doing. This can lead to increased risks with children who may spend long periods online or at an older age have the financial means to facilitate drug abuse and the independence to engage in harmful sexual activity.

Appendix 2: Specific safeguarding issues

1. Assessing adult-involved nude and semi-nude sharing incidents

This section is based on annex A of the UK Council of Internet Safety's [advice for education settings](#).

All adult-involved nude and semi-nude image sharing incidents are child sexual abuse offences and must immediately be referred to police/social care. However, as adult-involved incidents can present as child-on-child nude/semi-nude sharing, it may be difficult to initially assess adult involvement.

There are two types of common adult-involved incidents: sexually motivated incidents and financially motivated incidents.

1.1 Sexually motivated incidents

In this type of incident, an adult offender obtains nude and semi-nudes directly from a child or young person using online platforms.

To make initial contact, the offender may present as themselves or use a false identity on the platform, sometimes posing as a child or young person to encourage a response and build trust. The offender often grooms the child or young person on social media, in chatrooms or on gaming platforms, and may then move the conversation to a private messaging app or an end-to-end encrypted (E2EE) environment where a request for a nude or semi-nude is made. To encourage the child or young person to create and share nude or semi-nude, the offender may share pornography or child sexual abuse material (images of other young people), including AI-generated material.

Once a child or young person shares a nude or semi-nude, an offender may blackmail the child or young person into sending more images by threatening to release them online and/or send them to friends and family.

Potential signs of adult-involved grooming and coercion can include the child or young person being:

- Contacted by an online account that they do not know but appears to be another child or young person
- Quickly engaged in sexually explicit communications, which may include the offender sharing unsolicited images
- Moved from a public to a private/E2EE platform
- Coerced/pressured into doing sexual things, including creating nudes and semi-nudes
- Offered something of value such as money or gaming credits
- Threatened or blackmailed into carrying out further sexual activity. This may follow the child or young person initially sharing the image or the offender sharing a digitally manipulated image of the child or young person to extort 'real' images

1.2 Financially motivated incidents

Financially motivated sexual extortion (often known as 'sextortion') is an adult-involved incident in which an adult offender (or offenders) threatens to release nudes or semi-nudes of a child or young person unless they pay money or do something else to benefit them.

Unlike other adult-involved incidents, financially motivated sexual extortion is usually carried out by offenders working in sophisticated organised crime groups (OCGs) overseas and are only motivated by profit. Adults are usually targeted by these groups too.

Offenders will often use a false identity, sometimes posing as a child or young person, or hack another young person's account to make initial contact. To financially blackmail the child or young person, they may:

- Groom or coerce the child or young person into sending nudes or semi-nudes and financially blackmail them
- Use images that have been stolen from the child or young person taken through hacking their account
- Use digitally manipulated images, including AI-generated images, of the child or young person

The offender may demand payment or the use of the victim's bank account for the purposes of money laundering.

Potential signs of adult-involved financially motivated sexual extortion can include the child or young person being:

- Contacted by an online account that they do not know but appears to be another child or young person. They may be contacted by a hacked account of a child or young person
- Quickly engaged in sexually explicit communications which may include the offender sharing an image first
- Moved from a public to a private/E2EE platform
- Pressured into taking nudes or semi-nudes
- Told they have been hacked and they have access to their images, personal information and contacts
- Blackmailed into sending money or sharing bank account details after sharing an image or the offender sharing hacked or digitally manipulated images of the child or young person

2. Children who are absent from education

Also see the school's Attendance Policy and Working Together to Improve School Attendance (2024)

A child being absent from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may be absent or become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who are absent from education, particularly on repeat occasions, to help identify the risk of abuse, exploitation and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being absent, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

3. Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

4. Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age-appropriate guides to support children 5–11-year olds and 12–17-year-olds available on the gov.uk website.

The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. The school may refer some parents and carers to this service where appropriate.

5. Children with family members in prison

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

6. Child criminal exploitation (CCE) including gangs and County Lines

Child criminal exploitation (CCE) is a form of abuse where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into criminal activity. It may involve an exchange for something the victim needs or wants, and/or for the financial or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. It does not always involve physical contact and can happen online. For example, young people may be forced to work

in cannabis factories, coerced into moving drugs or money across the country (county lines), forced to shoplift or pickpocket, or to threaten other young people.

Indicators of CCE can include a child:

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

If a member of staff suspects CCE, they must discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

7. Child sexual exploitation

Child sexual exploitation (CSE) is a form of child sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity. It may involve an exchange for something the victim needs or wants and/or for the financial advantage or increased status of the perpetrator or facilitator. It may, or may not, be accompanied by violence or threats of violence.

The abuse can be perpetrated by males or females, and children or adults. It can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse.

The victim can be exploited even when the activity appears to be consensual. Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

CSE can include both physical contact (penetrative and non-penetrative acts) and non-contact sexual activity. It can also happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam. CSE may also occur without the victim's immediate knowledge, for example through others copying videos or images.

In addition to the CCE indicators above, indicators of CSE can include a child:

- Having an older boyfriend or girlfriend
- Suffering from sexually transmitted infections or becoming pregnant

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

8. Domestic abuse

Children can witness and be adversely affected by domestic abuse and/or violence at home where it occurs between family members. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse (abuse in intimate personal relationships between children) and child/adolescent to parent violence and abuse. It can be physical, sexual, financial, psychological or emotional. It can also include ill treatment that isn't physical, as well as witnessing the ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects.

Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socioeconomic status, sexuality or background, and domestic abuse can take place inside or outside of the home. Children who witness domestic abuse are also victims.

Older children may also experience and/or be the perpetrators of domestic abuse and/or violence in their own personal relationships. This can include sexual harassment.

Exposure to domestic abuse and/or violence can have a serious, long-lasting emotional and psychological impact on children and affect their health, wellbeing, development and ability to learn.

If police are called to an incident of domestic abuse and any children in the household have experienced the incident, the police will inform the key adult in school (usually the designated safeguarding lead) before the child or children arrive at school the following day.

The DSL will provide support according to the child's needs and update records about their circumstances.

9. Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL and deputies will be aware of contact details and referral routes into the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to local authority children's social care.

10. So-called 'honour-based' abuse (including FGM and forced marriage)

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

10.1 Female Genital Mutilation

Female genital mutilation (FGM) refers to procedures that intentionally alter or cause injury to the female genital organs for non-medical reasons. The practice is a form of child abuse and is illegal in the UK.

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Staff should discuss any concerns about FGM with the DSL in accordance with this policy.

Mandatory Reporting of FGM

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. This will usually come from a disclosure. (Under no circumstances should school staff physically examine pupils.)

The duty applies to the individual who becomes aware of the case to make a report directly to the Police by dialling 101. The report should be made immediately. The duty to report should not be transferred to the DSL, however the DSL must be informed. Where there is a risk to life or likelihood of serious immediate harm the teacher should report the case immediately to the police, including by dialling 999 if appropriate.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
 - Having difficulty walking, sitting or standing, or looking uncomfortable
 - Finding it hard to sit still for long periods of time (where this was not a problem previously)
 - Spending longer than normal in the bathroom or toilet due to difficulties urinating
 - Having frequent urinary, menstrual or stomach problems
 - Avoiding physical exercise or missing PE
 - Being repeatedly absent from school, or absent for a prolonged period
 - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
 - Being reluctant to undergo any medical examinations
 - Asking for help, but not being explicit about the problem
 - Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
 - Having a mother, older sibling or cousin who has undergone FGM
 - Having limited level of integration within UK society
 - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
 - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents/carers stating that they or a relative will take the girl out of the country for a prolonged period

- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school
- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

10.2 Forced marriage

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of 1 or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

It is also illegal to cause a child under the age of 18 to marry, even if violence, threats or coercion are not involved.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the '1 chance' rule, i.e. we may only have 1 chance to speak to the potential victim and only 1 chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or fm@fco.gov.uk
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

11. Preventing radicalisation

- **Radicalisation** refers to the process of a person legitimising support for, or use of, terrorist violence
- **Extremism** is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:
 - Negate or destroy the fundamental rights and freedoms of others; or
 - Undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
 - Intentionally create a permissive environment for others to achieve the results outlined in either of the above points
- **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 of terrorism 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.

Schools have a duty to prevent children from becoming involved with or supporting terrorism. The DSL, or designated Prevent lead, will undertake in-depth Prevent awareness training, including on extremist and terrorist ideologies. They'll make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school from becoming involved with or supporting terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to radicalisation into terrorism. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Further information on the school's measures to prevent radicalisation are set out in the school's prevent policy.

12. Mental health

Schools have an important role to play in supporting the mental health and wellbeing of pupils. Mental health problems can also, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Early intervention to identify issues and provide effective support is crucial. The school's role in supporting and promoting mental health and wellbeing can be summarised as:

- **Prevention:** the creation of a safe, calm school environment where mental health problems are less likely, improving the mental health and wellbeing of the whole school population, and equipping pupils to be resilient so that they can manage the normal stresses of life effectively. This includes teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities.
- **Identification:** recognising emerging issues as early and accurately as possible
- **Early support:** helping pupils to access early support and intervention
- **Access to specialist support:** working effectively with external agencies to provide swift access or referrals to specialist support and treatment.

When the school suspects that a pupil is having mental health difficulties, support will be put in place, using a graduated response process.

- an assessment to establish a clear analysis of the pupil's needs;
- a plan to set out how the pupil will be supported;
- action to provide that support
- regular reviews to assess the effectiveness of the provision

Adverse Childhood Experiences (ACEs) and other events may also have an impact on pupils. These include:

- loss or separation – resulting from death, parental separation, divorce, hospitalisation
- loss of friendships (especially in adolescence)
- family conflict or breakdown that may result in the child having to live elsewhere, being taken into care or adopted, deployment of parents in armed forces families
- life changes – such as the birth of a sibling, moving house or changing schools or during transition from primary to secondary school
- traumatic experiences such as abuse, neglect, domestic violence, bullying, violence, accidents or injuries
- other traumatic incidents such as a natural disasters or terrorist attacks

Where children experience a range of emotional and behavioural problems that are outside the normal range for their age, they might be described as experiencing mental health problems or disorders.

Mental health professionals have classified these as:

- emotional disorders - phobias, anxiety states and depression
- conduct disorders - stealing, defiance, fire-setting, aggression and anti-social behaviour
- hyperkinetic disorders - disturbance of activity and attention
- developmental disorders - delay in acquiring certain skills such as speech, social ability or bladder control, primarily affecting children with autism and those with pervasive developmental disorders

- attachment disorders - children who are markedly distressed or socially impaired because of an extremely abnormal pattern of attachment to parents or major care givers
- Trauma disorders, such as post-traumatic stress disorder, because of traumatic experiences or persistent periods of abuse and neglect
- other mental health problems including eating disorders, habit disorders, somatic disorders; and psychotic disorders such as schizophrenia and manic-depressive disorder

Only appropriately trained professionals can make a diagnosis of a mental health problem. School staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

If staff have any concerns about the mental health of a child, they should report this to the DSL immediately following the procedures outlined in this policy.

More information can be found in the *DfE 'Mental Health and Behaviour in Schools'* guidance

13. Serious violence

Indicators which may signal that a child is at risk from, or involved with, serious violent crime may include:

- Increased absence from school
- Change in friendships or relationships with older individuals or groups
- Significant decline in performance
- Signs of self-harm or a significant change in wellbeing
- Signs of assault or unexplained injuries
- Unexplained gifts or new possessions (this could indicate that the child has been approached by, or is involved with, individuals associated with criminal networks or gangs and may be at risk of criminal exploitation (see above))

Risk factors which increase the likelihood of involvement in serious violence include:

- Being male
- Having been frequently absent or permanently excluded from school
- Having experienced child maltreatment
- Having been involved in offending, such as theft or robbery

Staff will be aware of these indicators and risk factors. If a member of staff has a concern about a pupil being involved in, or at risk of, serious violence, they will report this to the DSL.

14. Sexual behaviour by children

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.

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.

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

Children's sexual behaviour is usually categorised by professionals using the following 'traffic light' approach:

Green behaviours reflect safe and healthy sexual development. They are

- i. Displayed between children or young people of similar age or developmental ability
- ii. Reflective of natural curiosity, experimentation, consensual activities and positive choices

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

- i. Unusual for that particular child or young person
- ii. Of potential concern due to age or developmental differences
- iii. Of potential concern due to activity type, frequency, duration or the context in which they occur.

Amber behaviours signal the need to make a report to the DSL.

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

- i. Excessive, secretive, compulsive, coercive, degrading or threatening
- ii. Involving significant age, developmental or power differences
- iii. Of concern due to the activity type, frequency, duration or the context in which they occur.

Red behaviours would indicate a need for referral to Children's Services.

15. Private Fostering

A private fostering arrangement occurs when someone other than a parent or close relative cares for a child for a period of 28 days or more, with the agreement of the child's parents. It applies to children under the age of 16 years old or 18 years old if the child is disabled.

By law, a parent, private foster carer or other persons involved in making a private fostering arrangement must notify Children's Social Care as soon as possible. However, where a member of staff becomes aware that a child may be in a private fostering arrangement, they must notify the DSL immediately.

16. Fabricated Illness

Fabricated or induced illness is a condition whereby a child has suffered, or is likely to suffer, significant harm through the deliberate action of their parent and which is attributed by the parent to another cause.

There are three main ways of the parent fabricating (making up or lying about) or inducing illness in a child:

- Fabrication of signs and symptoms, including fabrication of past medical history;
- Fabrication of signs and symptoms and falsification of hospital charts, records, letters and documents and specimens of bodily fluid
- Induction of illness by a variety of means

Appendix 3: Safeguarding leaflet for visitors

SAFEGUARDING GUIDANCE FOR OUR VISITORS:



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

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

An important part of our safety policy is the requirement that visitors and contractors provide personal ID and DBS documentation. There may be occasions when as a visitor to the school you need to work with individuals or groups of pupils.

At these times you should:

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

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

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

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

If you have any concerns about any pupil's safety during your visit from something they have said or that you have observed, it is your duty to immediately inform any member of staff but preferably one of the Safeguarding Team.

It is essential that you never give any promise that you will keep what is said to you confidential or secret.

THE DESIGNATED SAFEGUARDING LEAD (DSL) is:



Mr Malcolm McCue
m.mccue@holmegrange.org

THE DEPUTY DSLs are:



Mr James Streater
j.streater@holmegrange.org



Mrs Victoria Crowe
v.crowe@holmegrange.org



Miss Gemma Harrison
g.harrison@holmegrange.org



Mr Richard Frost
rp.frost@holmegrange.org

Holme Grange School
Heathlands Road
Wokingham
RG40 3AL
Tel: 0118 978 1566
Email: school@holmegrange.org



HOLME GRANGE SCHOOL

Safeguarding and Site Safety



HEALTH & SAFETY:



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

SECURITY:



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

SMOKING:



All smoking, including e-cigarettes and vaping are prohibited on the site.

FIRST AID:

If you have an accident or feel unwell, please contact Reception. Our School Nurse/Matron or a trained First Aider will be sent to the scene. All accidents must be reported to Reception. There is an Automated Defibrillator available in Reception and in the Eaton Grange building.

MOBILE PHONES:



Mobile phones are not permitted in areas where young children might be present. Please can we ask you NOT TO use your phone when walking to and from your vehicle.

FIRE:

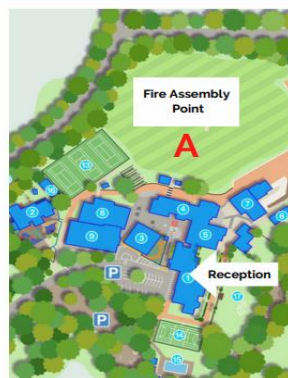


If you discover a FIRE please operate the nearest fire call point when leaving the building and report to the assembly point on the main Sports Field.

FIRE ALARM sounding:



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



Appendix 4: Visiting Speakers Policy

Visiting Speakers Policy

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

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

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

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

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

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

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

Date

Name of speaker and Title/Role (e.g. Professor at.../Chief Executive of...)

Title of talk

Age range at which the talk is aimed (tick year group boxes on calendar entry).

Member of staff responsible for arranging the visiting speaker.

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

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

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

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

The Visiting Speaker Form can be accessed by Holme Grange staff via the Form direct from the home page of SharePoint, or by following the direct link below:

<https://forms.office.com/e/P1FjcMTj1V>

Appendix 5: Directory of support for staff and parents

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

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

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

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

PROFESSIONAL SUPPORT		
Organisation	Telephone Number	Website
Teacher Support Network A group of independent charities and a social enterprise that provide practical and emotional support to staff in the education sector and their families	Teacherline England 08000 562 561 Teacherline Wales 08000 855 088	www.teachersupport.info https://www.educationsupport.org.uk/helping-you/telephone-support-counselling
Teachers wellbeing support		https://www.mentallyhealthyschools.org.uk/whole-school-approach/supporting-staff-wellbeing/
TES forums Online community	Any posting on an online forum must not identify the school or any of its staff, pupils, parents or governors.	https://www.tes.com/
Early Career Teachers information	08000 562 561 (England) 08000 855 088 (Wales)	https://www.gov.uk/government/publications/induction-for-early-career-teachers-england
The Equality and Human Rights Commission Dealing with workplace bullying and harassment	0845 604 6610 (England) 0845 604 8810 (Wales)	https://www.equalityhumanrights.com/
24hr counselling helpline number	01179330687	

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