



THE HOLT SCHOOL

SAFEGUARDING AND CHILD PROTECTION POLICY, PRACTICE AND PROCEDURE

June 2019

Version	DATE	DESCRIPTION
1	June 2016	Annual review
2	November 2016	To incorporate updated guidance produced by the DfE
3	June 2017	Annual review
4	June 2018	Annual Review
5	September 2018	New guidance received on Keeping Children Safe in Education. Policy revised to implement these changes
6	June 2019	Re-written following Safeguarding Review by Andrew Hall, and expanded to include: <ul style="list-style-type: none">• Signs and symptoms of CSE• FGM signs and symptoms• Honour-based violence• Children missing from education and poor attendance• Prevent Duty• Sexual violence and sexual harassment• Whistleblowing link• Private fostering• Annex A• SEND students• Emergency contacts

Reviewed	June 2019
Responsibility	DSL
Committee	Standards & Curriculum
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WHOLE SCHOOL POLICY– SAFEGUARDING AND PROMOTING THE WELFARE OF CHILDREN AND YOUNG PEOPLE

The Holt School recognises its responsibilities for safeguarding children and protecting them from harm.

This Safeguarding and Child Protection Policy will be reviewed by the Curriculum and Standards Committee of the Governing Body.

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ARC Information and Counselling Service	35 Reading Road Wokingham Berkshire RG41 1EG	www.arcweb.org.uk

All parents/carers are made aware of the school's responsibilities in regard to safeguarding procedures through publication of the school's safeguarding and child protection policy on the school's website and a letter that is sent to parents in September. Reference will be made to the policy in the school prospectus and a copy can be obtained from the school office.

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1. Introduction

The Holt School is committed to safeguarding our students and we understand the need to create a culture of vigilance with the view that 'it could happen here'. All adults in school have a responsibility for safeguarding students. We believe that our school should provide a caring, positive, safe and stimulating environment, which promotes the welfare and wellbeing of students as well as their social, physical and moral development. Our students are taught explicitly about safeguarding issues through assemblies, thought for the week and our PSHE programme.

Safeguarding is defined as protecting children from maltreatment; preventing impairment of health and/or development; ensuring that children grow up in the provision of safe and effective care; and taking action to enable all children to have the best life chances.

2. Purpose of the Safeguarding and Child Protection Policy

- To inform staff, parents, volunteers and governors about the school's responsibilities for safeguarding children.
- To enable everyone to have a clear understanding of how these responsibilities should be carried out.

3. Main Elements of the Safeguarding and Child Protection Policy

- ensuring the school practises safe recruitment in checking the suitability of staff and volunteers to work with children;
- raising awareness of safeguarding children and child protection;
- equipping children with the skills needed to keep them safe;
- developing and implementing procedures for identifying and reporting cases, or suspected cases of abuse;
- supporting students who have been abused in accordance with their child protection plan; and
- establishing a safe environment in which children can learn and develop.

4. School Staff & Volunteers

This policy applies to all staff, governors and volunteers working in the school. All school staff have a responsibility to provide a safe environment in which children can learn.

School staff and volunteers are particularly well placed to observe outward signs of abuse, changes in behaviour and failure to develop because they have daily contact with children.

All school staff will receive appropriate safeguarding children training when they join the school, which is updated annually, so that they are knowledgeable and aware of their role in the early recognition of the indicators of abuse or neglect and of the appropriate procedures to follow, and to provide them with relevant skills and knowledge to safeguard children effectively.

Temporary staff and volunteers will be made aware of the safeguarding and child protection policy and procedures by the DSL, including the Safeguarding and Child Protection Policy and Staff Code of Conduct

We recognise that learning support assistants, support staff and volunteers, as well as teachers, could be the first point of disclosure for a student.

5. Implementation, Monitoring and Review of the Safeguarding and Child Protection Policy

- This policy will be reviewed annually by the governing body.
- It will be implemented through the school's induction and training programme, and as part of day to day practice.
- Compliance with the policy will be monitored by the DSL and evaluated by the Co-Headteachers and Governors.
- The nominated governor for Safeguarding will meet termly with the DSL
- The Governors' Standards Sub-Committee will receive termly updates on Child Protection Issues
- The Governors will receive annual reports on Child Protection and wider safeguarding issues
- The policy will be reviewed annually by the Standards Sub-Committee and changes ratified by the Full Governing Body

6. Aims

- To prevent abuse by providing teaching and pastoral support, which establishes and maintains a safe environment where students feel secure, are encouraged to talk and are listened to when they have a worry or concern, enabling them to learn confidence and independence.
- To establish and maintain an environment where school staff and volunteers feel safe, are encouraged to talk, and are listened to when they have concerns about the safety or wellbeing of a child or vulnerable young person.
- To raise the awareness of both teaching and non-teaching staff of the need for Child Protection and of their responsibilities in identifying and reporting possible cases of abuse and other safeguarding issues.
- To develop a structured internal procedure to be followed by all members of the school community in cases of suspected abuse.
- To emphasise the need for good levels of communication and information sharing between all members of staff.
- To provide a systematic means of monitoring students known or thought to be at risk and ensure they are supported appropriately.
- To promote understanding and build relationships with other agencies in order to ensure that children and vulnerable young people are effectively supported, developing multi agency working and information sharing.
- To support students with Child Protection or Child in Need Plans.
- To ensure the school practises safe recruitment of staff and volunteers regularly coming into contact with the students.

7. The Statutory Framework

In order to safeguard and promote the welfare of children, the school will act in accordance with the following legislation and guidance:

- The Children Act 1989
- The Children Act 2004
- The Children and Social Work Act 2017
- Education Act 2002 (Section 175/157)
- Working Together to Safeguard Children, September 2018 (for reference see 1 above); and

- Keeping Children Safe in Education 2018

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

This policy reflects the policies of the Berkshire West Safeguarding Children Partnership which is responsible for developing policies and procedures for safeguarding and promoting the welfare of children in the area of the authority, including policies and procedures in relation to:

- (i) the action to be taken where there are concerns about a child's safety or welfare, including thresholds for intervention;
- (ii) Training of persons who work with children or in services affecting the safety and welfare of children;
- (iii) recruitment and supervision of persons who work with children;
- (iv) investigation of allegations concerning persons who work with children;
- (v) safety and welfare of children who are privately fostered; and
- (vi) co-operation with neighbouring children's services authorities and their Board partners (see page 1 for contact details).

This policy also reflects policy and practice from:

- Multi-agency Statutory Guidance on FGM (April 2016)
- Child Sexual Exploitation: Definition and Guide for Practitioners (February 2017)
- UKCCIS Guidance: Sexting in schools and colleges, responding to incidents, and safeguarding young people (2017)
- Keeping Children Safe in Education (DfE, September 2018)
- Keeping Children Safe in Education: Part One- information for all school and college staff (DfE, September 2018) and Annex A
- Working Together to Safeguard Children (DfE 2018)
- Sexual violence and sexual harassment between children in schools and colleges (May 2018)
- The Education (Pupil Information) (England) Regulations 2005
- Sexual Offences Act (2003)
- Section 26, The Counter Terrorism and Security Act 2015 (PREVENT duty)
- Female Genital Mutilation Act 2003 (Section 74 ,Serious Crime Act 2015)

Working Together to Safeguard Children (DfE 2018) requires each school to follow the procedures for protecting children from abuse, which are established by local safeguarding partners.

8. The Designated Safeguarding Lead ('DSL')

There is a designated member of staff (the DSL) who has undertaken the required training course provided by Andrew Hall and updates that training every two years. In the absence of the DSL, there is a deputy, who have also undertaken the training. Other key staff members, such as the leadership team, the heads of year, and key members of the Student Support and Learning Link team have also completed the training. These staff are available in the absence of the DSL. The DSL has also undertaken Prevent awareness training, in addition to regular knowledge and skills updates through e-bulletins, meeting other DSLs, wider reading, and attendance of the Local Safeguarding Leads Meetings. This will ensure the school is adhering to the procedures set out in 'Keeping Children Safe in Education' 2018, 'Working Together to Safeguard Children' 2018 and the school guidelines.

During term time the DSL and / or a deputy should always be available during school hours for staff in the school to discuss any safeguarding concerns.

The broad areas of responsibility for the DSL are:

Strategic oversight of safeguarding policies and procedures

This consists of:

- ensuring school systems are compliant with current requirements
- working with the named governor for safeguarding to complete a Safeguarding Audit, annually
- ensuring the school's Safeguarding and Child Protection Policy is reviewed annually and the procedures and implementation are updated and reviewed regularly, and work with the governing body to do this.
- reporting annually to Governors on trends and actions through the Governors' Standards sub-committee

Managing referrals and cases

This consists of:

- referring all cases of suspected abuse or neglect to the Local Authority Duty and Triage Team (Safeguarding and Specialist Services), Police (cases where a crime may have been committed) and to the Channel programme where there is a radicalisation concern
- liaising with local authorities and other outside agencies where there are other safeguarding concerns about a child or young person
- liaising with the Co-Headteachers to inform them of issues, especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations
- notifying Specialist Children's Services or the Education Welfare Officer if there is an unexplained absence, of more than two days, of a student with a Child Protection Plan, or when a student with a Child Protection Plan is excluded from school.
- acting as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- supporting staff who make referrals
- keeping written records of concerns about students, even where there is no need to make a formal referral to Social Services immediately, and ensure all records are kept securely
- attending Child Protection Conferences and Core Group Meetings, if appropriate, and ensuring that reports are written for these meetings. (In some cases another designated member of staff, chosen by the DSL will attend these).
- sharing information with staff, where appropriate, to ensure that vulnerable students can be safeguarded.

Training

The DSL should:

- be up to date with current safeguarding issues and child protection guidelines and ensure that all members of the school community receive safeguarding training appropriate to their role, on a regular basis, at least annually.

- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes, such as early help assessments
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so
- be alert to the specific needs of children in need, those with special educational needs, and young carers
- understand and supporting the school with regards to the requirements of the Prevent duty and be able to provide advice and support to staff on protecting children from the risk of radicalisation
- be able to keep detailed, accurate, secure written records of concerns and referrals
- obtain access to resources and attend any relevant or refresher training course
- ensure each member of staff has access to and understands the school's safeguarding and child protection policy and procedures, especially new and part time staff
- ensure that all staff and Governors have up-to-date training at least every two years, with a shortened update each year, including awareness of the mandatory reporting duty regarding FGM and statutory reporting duty regarding radicalisation.
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.

All new staff and volunteers, especially new or part-time staff who may work with different educational settings, will receive safeguarding training within one week of starting work and will be instructed to read at least Part One of Keeping Children Safe In Education (see reference in part 1.1 above) alongside the staff code of conduct.

This induction training will ensure that staff:

- have an overview of the organisation;
- understand its purpose, values, services and structure;
- are able to recognise/identify signs of abuse which may include:
 - significant changes in children's behaviour;
 - deterioration in children's general well-being;
 - unexplained bruising, marks or signs of possible abuse or neglect;
 - children's comments which give cause for concern;
 - any reasons to suspect neglect or abuse outside the setting, for example in the child's home;
 - inappropriate behaviour displayed by other members of staff, or any other person working with the children(for example, inappropriate sexual comments, excessive one-to-one attention beyond the requirements of their usual role and responsibilities);
 - concerns over inappropriate sharing of images;
 - concerns over forced marriage or female genital mutilation; and
 - concerns over extremism and radicalisation.
 - concerns over sexual violence and sexual harassment between peers.
- understand the whistleblowing policy
- understand the appropriate use of social media for staff
- know that they must report any concerns immediately they arise;

- understand confidentiality issues; and
- know they must report any concerns about a member of staff's conduct towards a student to the Co-Headteachers.

In addition to the induction and refresher training outlined above, staff will receive bulletins either via email or staff meetings reminding them of safeguarding issues, policy, practice and procedure.

Raising Awareness

The DSL should:

- ensure the school's policies are known, understood, and used appropriately.
- ensure the Safeguarding and Child Protection Policy is available publicly, and that parents are aware of the fact that referrals about suspected abuse or neglect may be made and what the role of the school is in this.
- link with the Local Safeguarding Children's Board (LSCB)/safeguarding partners to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- where children leave the school, ensuring the file for safeguarding and any child protection information is sent to any new school /college as soon as possible but transferred separately from the main student file, while maintaining a copy in accordance with current child protection guidelines.
- ensure the school obtains proof that the new school/education setting has received the safeguarding file for any child transferring,

9. The Co-Headteachers

The Co-Headteachers will ensure that:

- the policies and procedures adopted by the Governing Body are fully implemented, and followed by all staff so that everyone knows what to do if concerned about a child;
- sufficient resources and time are allocated to enable the Senior and Deputy DSL and other staff to discharge their responsibilities, including taking part in strategy discussions and other inter-agency meetings, and contributing to the assessment of children;
- all staff and volunteers feel able to raise concerns about poor or unsafe practice in regard to children, and such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies;
- they personally and other senior leaders undertake safer recruitment training in order to comply with the statutory requirement to have a trained person on every recruitment panel, and;
- ensure allegations against a member of staff are investigated and referred to the LADO if appropriate.

10. The Governing Body

The Governing Body must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in the school are effective and comply with the law at all times. Governors will be trained every two years about their responsibilities and updated annually on current safeguarding issues in school.

The responsibilities of the Governing Body include:

- a contribution to inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified
- ensuring that an effective Safeguarding and Child Protection Policy is in place, together with a Staff Code of Conduct, and working with the DSL to review those documents and complete an audit, annually
- ensuring staff are provided with Part One of Keeping Children Safe in Education (DfE 2018); are aware of specific safeguarding issues detailed in Annex A; and have confirmed they have read it.
- ensuring that staff induction is in place with regards to child protection and safeguarding
- ensuring the appointment an appropriate senior member of staff to act as the DSL.
- ensuring that the DSL and deputies undergo formal child protection training every two years (in line with LCSB guidance) and receive regular (annual) safeguarding refreshers (for example via e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments)
- prioritising the welfare of children and young people and creating a culture where staff are confident to challenge senior leaders over any safeguarding concerns
- ensuring that children are taught about safeguarding in an age appropriate way
- ensuring appropriate filters and appropriate monitoring systems are in place to safeguard children from potentially harmful and inappropriate online material. Additional information to support governing bodies is provided in Annex C of Keeping Children Safe in Education (DFE 2018)

11. When to be concerned

Safeguarding and promoting the welfare of children is everyone’s responsibility. In order to fulfil this responsibility effectively, all members of staff at The Holt should make sure their approach is child centred. This means that they should consider, at all times, what is in the best interests of the child.

Schools and their staff form part of the wider safeguarding system for children. This system is based on the principle of providing help for families to stay together where it is safe for the children to do so, and looking at alternatives where it is not, whilst acting in the best interests of the child at all times.

12. Children who may require early help

All staff and volunteers working within the school should be aware of the early help process, and understand their role in identifying emerging problems, sharing information with other professionals to support early identification and assessment of a child’s needs. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. This also includes staff monitoring the situation and feeding back to the DSL any ongoing/escalating concerns so that consideration can be given to a referral to Children’s Services (Safeguarding and Specialist Services), through the Duty and Triage Team, if the child’s situation doesn’t appear to be improving.

They should also be aware of students with needs that may make them more vulnerable. For example:

- children with a disability and/or specific additional needs.
- children with special educational needs.
- children who are acting as a young carer.
- children who are showing signs of engaging in anti-social or criminal behaviour.
- children whose family circumstances present challenges, such as substance abuse, adult mental health or learning disability, domestic violence.

- children who are showing early signs of abuse and/or neglect and;
- children missing education.

School staff members should be aware of the main categories of maltreatment: physical abuse, emotional abuse, sexual abuse and neglect. They should also be aware of the indicators of maltreatment and specific safeguarding issues so that they are able to identify cases of children who may be in need of help or protection.

See Appendix 4 for information on indicators of abuse and Appendix 1 for specific safeguarding issues.

The school recognises and fulfils their mandatory duty to inform the local authority of students in private fostering arrangements.

Children with special educational needs and disabilities:

Additional barriers can exist when recognising abuse and neglect in this group of children.

This can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's impairment without further exploration;
- assumptions that children with SEND can be disproportionately impacted by things like bullying, without outwardly showing any signs;
- communication barriers and difficulties
- reluctance to challenge carers , (professionals may over empathise with carers because of the perceived stress of caring for a disabled child
- disabled children relying on a wide network of carers to meet their basic needs, therefore the potential risk of exposure to abusive behaviour can be increased.
- a disabled child's understanding of abuse.
- lack of choice/participation
- isolation

13. Peer on peer abuse, including sexual violence and sexual harassment

Educational settings are an important part of the inter-agency framework, not only in terms of evaluating and referring concerns to Children's Services and the Police, but also in the assessment and management of risk that the child or young person may pose to themselves and others in the education setting.

If one child or young person causes harm to another, this should not necessarily be dealt with as abuse. When considering whether behaviour is abusive, it is important to consider:

- whether there is a significant difference in power (for example age, size, ability, development) between the young people concerned;
- whether the perpetrator has repeatedly tried to harm one or more other children;
- whether there are concerns about the intention of the alleged perpetrator.

Peer on peer abuse can manifest itself in many ways and different gender issues can be prevalent. Severe harm may be caused to children by abusive and bullying behaviour of other children, which may be physical, sexual or emotional and can include gender based violence, sexual violence or harassment, sexting (youth-produced sexual imagery), teenage relationship abuse, peer-on-peer

exploitation, serious youth violence, child criminal exploitation (including 'County Lines'), 'hazing' or initiation rituals.

Staff should recognise that children are capable of abusing their peers and such behaviour should not be tolerated or passed off as "banter" or "part of growing up".

In order to minimise the risk of peer on peer abuse the school:

- provides an age appropriate PSHE curriculum, which develops students' understanding of acceptable behaviour and keeping themselves safe, including keeping themselves safe online.
- has systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed, valued and kept safe.
- develops robust risk assessments where appropriate
- if a student discloses that they have experienced sexual harassment or sexual violence, the school will respond in accordance with the government guidance - Sexual violence and sexual harassment between children in schools and colleges (May 2018) and Part 5 of Keeping Children Safe in Education (September 2018)
- the student making the disclosure will be reassured that they are being taken seriously and that they will be supported and kept safe.
- a written record of the disclosure will be recorded, recording only facts as the child presents them, in accordance with general safeguarding principles, and shared with the DSL as soon as practically possible
- the school's response will be managed on a case by case basis, with the DSL taking advice from appropriate external agencies, and considering the proportionality of the response. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that for a report of rape.
- all parties will be given the message that sexual violence and sexual harassment is not acceptable and will not be tolerated and cannot be passed off as 'banter', 'part of growing up' or 'having a laugh'.
- the school will also take into account the wishes of the victim, in how to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered.
- action may include referral to social services and/or the Police, where appropriate, but may also be managed through referral to specialist support services for victims of sexual violence.
- immediate consideration will be given to how the school can best support the victim and the alleged perpetrator throughout the process.
- if an allegation of sexual violence or sexual harassment between two Holt School students is made, the school will take action to ensure that the victim and alleged perpetrator do not share lessons and that staff are aware of the need to keep the students away from one another
- if there has been a report of sexual violence, and in some cases of sexual harassment, the DSL will complete an immediate risk assessment, in writing to be reviewed throughout the process. The assessment will consider: the victim, especially their protection and support; the alleged perpetrator; and all the other children (and, if appropriate, staff) at the school, especially any actions that are appropriate to protect them.

14. Dealing with Disclosure

If a student discloses that he or she has been abused in some way, the member of staff should:

- listen to what is being said without displaying shock or disbelief
- accept what is being said
- allow the student to talk freely
- reassure the student, but not make promises which it might not be possible to keep
- never promise a student that they will not tell anyone, or keep it secret, as this may ultimately not be in their best interests.
- reassure him or her that what has happened is not his or her fault
- stress that it was the right thing to tell someone
- listen, only asking questions when necessary to clarify
- do not criticise the alleged perpetrator
- explain what has to be done next and who has to be told
- make a written record (see Record Keeping)
- pass the information, in writing, to the DSL without delay
- respect the student's right to privacy by only sharing information with the DSL

15. Support

Dealing with a disclosure from a child, and safeguarding issues can be stressful. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the DSL. If a disclosure has been particularly upsetting, the member of staff may wish to access our external counselling support, in order to support their own wellbeing.

If a school staff member receives a disclosure about potential harm caused by another staff member, they should follow the section of this policy entitled: Allegations against members of staff.

16. Record Keeping

All reports should be made in writing, through the school's Concern Email system. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing and recorded through the Running Record system. If in doubt about recording requirements, staff should discuss with the DSL. If the DSL is not in school, then the staff member should consult one of the deputy DSLs.

When a student has made a disclosure, the member of staff/volunteer should:

- record as soon as possible after the conversation. Use the school Concern Email system wherever possible.
- keep the original notes, in case they are needed by a court, and provide them to the DSL for confidential filing
- record the date, time, place, any noticeable non-verbal behaviour and use the words/language used by the child, as far as possible
- draw a diagram to indicate the position of any injuries
- record statements and observations rather than interpretations or assumptions

All records need to be given to the DSL promptly and with regard to confidentiality. If the records are handwritten, they should be sealed and given to the DSL in person as soon as possible. No copies should be retained by the member of staff or volunteer.

The DSL will ensure that all safeguarding records are managed in accordance with the Education (Pupil Information) (England) Regulations 2005, Keeping Children Safe in Education (2018) and GDPR.

If a student who is/or has been the subject of a Child Protection Plan changes school, the DSL will inform the social worker responsible for the case and transfer the appropriate records to the DSL at the receiving school, in a secure manner, and separate from the student's academic file.

17. Confidentiality and information sharing

Safeguarding children raises issues of confidentiality that must be clearly understood by all staff/volunteers in schools. Issues of data protection and GDPR should not stop professionals sharing information where a child is at risk of harm.

- All matters relating to Child Protection are confidential and the Co-Headteachers or DSL will disclose any such information on a need to know basis only.
- Records related to Child Protection issues will be kept confidential in locked files accessed only by the DSL and deputy DSL.
- All staff in school, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of students with other professionals, particularly the investigative agencies (Children's Services: Safeguarding and Specialist Services and the Police).
- Staff must not keep a child's secrets and must refer disclosed information to the appropriate agencies.
- If a student confides in a member of staff and requests that the information is kept secret, it is important that the member of staff tell the child that they cannot promise complete confidentiality. Instead they must explain that they may need to pass information to other professionals to help keep the child or other children safe
- Staff who receive information about children and their families in the course of their work should share that information only within appropriate professional contexts, on a need to know basis
- The DSL cannot guarantee to consult parents/carers first, if a referral must be made to the appropriate agencies in order to safeguard a student's welfare.
- Information will be shared with due regard to the seven golden rules set out in the Government Document "Information Sharing: Advice for Practitioners" (https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf)

They are as follows:

- a. Remember that the General Data Protection Regulation (GDPR), Data Protection Act 2018 and human rights law are not barriers to justified information sharing, but provide a framework to ensure that personal information about living individuals is shared appropriately.
- b. Be open and honest with the individual (and/or their family where appropriate) from the outset about why, what, how and with whom information will, or could be shared, and seek their agreement, unless it is unsafe or inappropriate to do so.
- c. Seek advice from other practitioners, or your information governance lead, if you are in any doubt about sharing the information concerned, without disclosing the identity of the individual where possible.
- d. Where possible, share information with consent, and where possible, respect the wishes of those who do not consent to having their information shared. Under the GDPR and Data

Protection Act 2018 you may share information without consent if, in your judgement, there is a lawful basis to do so, such as where safety may be at risk. You will need to base your judgement on the facts of the case. When you are sharing or requesting personal information from someone, be clear of the basis upon which you are doing so. Where you do not have consent, be mindful that an individual might not expect information to be shared.

- e. Consider safety and well-being: base your information sharing decisions on considerations of the safety and well-being of the individual and others who may be affected by their actions.
- f. Necessary, proportionate, relevant, adequate, accurate, timely and secure: ensure that the information you share is necessary for the purpose for which you are sharing it, is shared only with those individuals who need to have it, is accurate and up-to-date, is shared in a timely fashion, and is shared securely (see principles).
- g. Keep a record of your decision and the reasons for it – whether it is to share information or not. If you decide to share, then record what you have shared, with whom and for what purpose.

18. School Procedures

See Appendix 2: What to do if you are worried a child is being abused: flowchart.

If any member of staff is concerned about a child he or she must inform the DSL. The DSL will decide whether the concerns should be referred to the Duty and Triage Team for Children’s Services: Safeguarding and Specialist Services. If it is decided to make a referral to them, this will be discussed with the parents, unless to do so would place the child at further risk of harm.

While it is the DSL’s role to make referrals, any staff member can make a referral to the Duty and Triage Team. If a child is in immediate danger or is at risk of harm (e.g. concern that a family might have plans to carry out an action of Female Genital Mutilation “FGM”), a referral should be made to them and/or the Police immediately. Where referrals are not made by the DSL, the DSL should be informed as soon as possible and sent a copy of the written record of the referral.

If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18 the teacher must report this to the police. This is a mandatory reporting duty.

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/573782/FGM_Mandatory_Reporting_-_procedural_information_nov16_FINAL.pdf

The teacher should still discuss this with the DSL, who can support the teacher with the reporting process.

If a member of support staff discovers that a student has been subjected to FGM, they should seek the support of the DSL, who will make the report on their behalf.

The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of the observations.

The DSL is responsible for making the senior leadership team aware of trends in behaviour that may affect student welfare. If necessary, training will be arranged.

School procedures in the case of unexplained absence or missing from education

If a student is absent from school, or missing from education, and the school has been unable to make satisfactory contact with parents or carers, we may take any of the following actions:

- contact to alternate contacts identified on SIMS and use text rather than call home.
- a home visit
- guidance from the Education Welfare Service
- reporting the child as Missing from Education (CME) and/or
- reporting the child as a missing person to Children's Services and/or the police.

19. Communication with Parents

The school seeks to ensure that it has up to date contact information for at least two parents or carers of all students. Wherever possible, the school will hold the information of a third contact who lives outside of the family home, for use in emergencies.

The Holt School will ensure this Safeguarding and Child Protection Policy is available publicly on the school website, to ensure that parents have an understanding of the responsibilities placed on the school and staff for safeguarding children. Parents will be informed of referrals to other agencies, prior to referral, unless the DSL considers that it might place the child at increased risk of significant harm, for example by:

- the behavioural response it prompts e.g. a child being subjected to abuse, maltreatment or threats / forced to remain silent, if alleged abuser informed;
- leading to an unreasonable delay and/or;
- leading to the risk of loss of evidential material

20. Conduct of Staff

The school has a duty to ensure that professional behaviour applies to relationships between staff and students, and that all members of staff are clear about what constitutes appropriate behaviour and professional boundaries. Reference is to be made to the School's Staff Code of Conduct.

At all times, members of staff are required to work in a professional way with students. All staff should be aware of the dangers inherent in:

- working alone with a child;
- physical interventions;
- cultural and gender stereotyping;
- dealing with sensitive information;
- giving to, and receiving gifts from, children and parents;
- contacting children through private telephones (including texting), e-mail, MSN, or social networking websites;
- disclosing personal details inappropriately;
- meeting students outside school hours or school duties; and
- making inappropriate sexual comments; excessive one to one attention beyond the normal requirements of the role; or inappropriate sharing of images.

If any member of staff has reasonable suspicion that a student is suffering harm, and fails to act in accordance with this policy and Berkshire West Safeguarding Children Partnership procedures (<http://www.westberkslscb.org.uk/homepage/guidance-procedures/>), this will be viewed as misconduct, and appropriate action will be taken.

All members of staff need to sign the Staff Code of Conduct when they start employment at The Holt. Current staff also need to have signed to say they have read the Staff Code of Conduct at the beginning of every year

Relationships and associations that staff have in school and outside (including online), may have an implication for the safeguarding of children in the school. Where this is the case the member of staff must inform the school.

21. Allegations against members of staff

An allegation is any information which indicates that a member of staff may have:

- behaved in a way that has, or may have harmed a child
- possibly committed a criminal offence against/related to a child; and/or
- behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children

This applies to any child the member of staff has contact within their personal, professional or community life.

The Holt School believes that all members of the school community are entitled to receive care and protection from harm. We will not accept inappropriate behaviour towards students or staff, and will ensure that any concerns or allegations of impropriety against staff are dealt with quickly, fairly and sensitively.

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding arrangements. Appropriate whistleblowing procedures, which are suitably reflected in staff training and policies, will allow for such concerns to be raised with the Co-Headteachers. Where a parent or carer, student, or member of staff has concerns about the conduct of a member of staff they should talk to the Co-Headteachers.

If the accusation is against a Co-Headteacher, the Chairs of Governors, will be the contact point and contact should be made via the Clerk to the Governors.

Staff who are the subject of an allegation will have their rights explained to them. Suspension of staff is not automatic and the safety of students in the school is of paramount importance. Such accusations will be managed by the Co-Headteachers in liaison with the Local Authority Designated Officer (DO/LADO) and local authority guidelines will be followed.

If staff have concerns which they do not feel they can raise with the Co-Headteachers or the Governors they should follow the guidelines set out in the Whistle Blowing Policy.

Parents/carers of a student allegedly abused by a member of staff or other adult in the school will be kept informed of the progress and outcome of any investigation.

Any member of the teaching staff facing investigation into an allegation of abuse will be subject to the procedures laid down by the joint Teacher Union – NEOST guidance and will be offered appropriate access to professional and personal support networks, and will be kept informed of the progress and outcome of any investigation. Non-teaching members of staff are advised to seek appropriate union support.

Actions to be taken include making an immediate written record of the allegation using the informant's words – including time, date and place where the alleged incident took place, brief details

of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Co-Headteachers.

The recipient of an allegation must not unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter.

The Co-Headteachers/Chair of Governors will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer (DO/LADO):

If the allegation meets any of the three criteria set out at the start of this section, contact should always be made with the Designated Officer (DO/LADO) without delay.

If it is decided that the allegation meets the threshold for safeguarding, this will take place in accordance with the Local Safeguarding Children Board procedures. If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the employer for consideration via the school's internal procedures.

The Co-Headteachers should, as soon as possible, following briefing from the Designated Officer inform the subject of the allegation.

Where a staff member feels unable to raise an issue through the whistleblowing procedure or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- Wokingham Duty and Triage Team 01189 9088002
- The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally 0800 028 0285

22. Safer working practice

To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the Staff Code of Conduct and Safer Recruitment Consortium document Guidance for safer working practice (contained in the staff induction pack) for those working with children and young people in education settings (September 2015)

The safer recruitment document seeks to ensure that the responsibilities of school leaders towards students and staff are discharged, by raising awareness of illegal, unsafe, unprofessional and unwise behaviour.

23. Volunteers

The school understands that some people otherwise unsuitable for working with children may use volunteering to gain access to children; for this reason, any volunteers in the school, in whatever capacity, are expected to follow the policies and procedures in the same way as paid staff.

Where a parent or other volunteer helps on a one-off basis, he/she will only work under the direct supervision of a member of staff, and at no time have one to one contact with children. However, if a parent or other volunteer is to be in school regularly or over a longer period unsupervised then they will have an enhanced DBS check and a barred list check checked to ensure their suitability to work with children.

Please see Appendix 5 for the Volunteer Risk Assessment that will be completed prior to any visit from a volunteer without an enhanced DBS.

24. Prevention and Support

We recognise that high self-esteem, confidence, supportive friends, and good lines of communication with a trusted adult, help prevention. The school will therefore:

- Seek to maintain an ethos where students and staff feel secure, are encouraged to talk and are listened to;
- Ensure that students know that there are adults in the school whom they can approach if they are worried or in difficulty;
- Include in the curriculum opportunities for PHSE which will equip learners with the skills they need to: stay safe, have the confidence to seek help, and know where to go for help

Topics such as bullying and domestic violence are covered in the PHSE schemes of work across Key Stage 3 and 4. Stress, self-esteem, emotional/mental health, teenage relationship abuse, sexting, radicalisation, CSE, FGM, and forced marriages, including sources of support, are also covered. Cyberbullying and internet safety are covered in ICT and PHSE lessons. Assemblies will cover relevant topics including sources of support in and out of school. All staff will have on-line e-safety training.

We recognise that students who are abused or who have witnessed violence may find it difficult to develop self esteem or to trust adults. They may experience feelings of helplessness, humiliation and the sense that they are to blame. School may be the only stable, secure and predictable element in the lives of students at risk. Nevertheless, when at school their behaviour may be challenging and defiant or they may be withdrawn.

Students with SEND, behavioural difficulties and Looked after Children are especially vulnerable to abuse. Staff in the Learning Link should be particularly sensitive to signs of abuse.

We will try to support our vulnerable students by:

- Promoting a school ethos of a caring, positive and safe environment which promotes the social, physical and moral development of the individual student.
- Dealing with aggression, bullying or poor behaviour consistently in line with our Anti-Bullying Policy and Behaviour for Learning Policy. Vulnerable students need to know that poor behaviour is unacceptable. However, we will endeavour to promote students' self-esteem by helping students to understand that it is the behaviour or action and not the individual that is being punished.
- Liaising with other agencies which support the student such as the school nurse service, Education Welfare Service, SEN Services, the Careers Adviser, the Child and Adolescent Mental Health Service and the Educational Psychology services.
- Keeping records and notifying Specialist Children's Services as soon as there is significant concern.
- Informing the Education Welfare Service and the receiving Headteacher when a student with a Child Protection Plan leaves, forwarding the information, under confidential cover, immediately.

25. Images of Young People

Staff and Volunteers

Staff and volunteers must make sure they have checked the list of students who have opted out of giving consent to having their photograph taken. Appropriate photographs can be taken of students

and need to be stored on the school network. They must not be held on mobile devices or cameras that do not belong to the school.

Parents or Members of the Public

The school understands that parents like to take photos of or video record their children in the school production, or at sports day, or school presentations. This is a normal part of family life, and the school will not discourage parents from celebrating their child's successes.

However, if there are Health and Safety issues associated with this (e.g. the use of a flash when taking photos could distract or dazzle the child, causing an accident), the school will encourage parents to use film or settings on their camera that do not require flash.

The school will not allow other people including staff to photograph or film students during a school activity without parental permission. This includes the use of cameras on mobile phones or any other device.

The school will not allow images of students to be used on school websites, publicity, or press releases, including social networking sites, if parents have indicated this on the annual data checking sheet and we will not identify individual students by name.

The school cannot however be held accountable for the use of photographs or video footage taken by parents or members of the public at school functions where parental permission has been given.

26. Before and After School Activities and Contracted Services

Where the Governing Body transfers control or otherwise allows the use of school premises to external bodies (such as sports clubs) or service providers during or out of school hours, the school will ensure that these bodies or providers have appropriate safeguarding policies and procedures, and that there are arrangements in place to co-ordinate with the school on such matters. Such considerations will be made explicit in any contract or service level agreement with the bodies or providers.

27. Concerns about safeguarding practices within the school

Staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's safeguarding regime. Appropriate whistleblowing procedures, which are suitably reflected in staff training and The Staff Code of Conduct and The Whistleblowing Policy, are in place for such concerns to be raised with the Senior Leadership Team.

28. Links to other policies

The school will develop and evaluate all school policies with a view to safeguarding and promoting the wellbeing of all our students. The school will take account of the principles outlined in this policy and ensure that all other policies and procedures support the protection of students from harm or neglect, in particular through the following:

- Attendance Policy: To ensure absence is followed up quickly and vulnerable students are supported appropriately.
- Behaviour for Learning Policy; To ensure that appropriate rules and boundaries are in place and to be clear about the sanctions which apply.
- Staff Code of Conduct
- Disclosure and Barring Service Checks

- Drugs Education Policy
- Educational Visits Policy
- Equal Opportunities Policy
- Health and Safety Policy: To make students aware of safe practices and behaviour in and out of school
- Medical Policy (including intimate care and meeting the needs of students with medical conditions)
- Online Safety Policy; To ensure students are aware issues related to texting and imaging transmitted by computer, mobile phone or other electronic devices
- School Security Policy
- Staff Recruitment policy: To ensure suitable staff are appointed.
- Whistle Blowing Policy: To ensure that any concerns raised about staff, governors and others associated and working within the school are dealt with appropriately.

Appendix I: Keeping Children Safe in Education (DfE 2018)

Part One: Information for all school and college staff

Annex A: Further information

On review of this Safeguarding and Child Protection Policy (June 2019), the September 2016 version of the statutory guidance 'Keeping Children Safe in Education', available online, was the version in use. However, the policy reflects the changes made, in order to be compliant with the September 2018 guidance for the 2019-20 academic year.

The school have therefore decided to provide the hyperlink only to Keeping Children Safe in Education in this policy rather than the document in its entirety, in order to ensure it is the most recent version.

It is essential that all staff access this online document and read Part 1 and Annex A, which provides further information on:

- children and the court system (as witnesses)
- children missing from education
- children with family members in prison
- child sexual exploitation
- child criminal exploitation, including 'County Lines'
- domestic abuse
- homelessness
- so called 'honour based' violence
- FGM mandatory reporting duty
- forced marriage
- preventing radicalisation (Prevent duty)
- peer on peer abuse, including sexual violence and sexual harassment in schools

It also provides links to further information about safeguarding concerns including private fostering, mental health, bullying, drugs and online safety. This is to assist staff to understand and discharge their role and responsibilities as set out in this guidance. Staff are to confirm they have read this statutory guidance and will be alerted to any updates by the DSL .

Link to Keeping Children Safe in Education:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741314/Keeping_Children_Safe_in_Education_3_September_2018_14.09.18.pdf

It is also available in the staff handbook on Frog and in the Safeguarding folder on the shared school drive.

Appendix 2: What to do if you are worried a child is being abused: advice for practitioners (DfE 2016)

Flowchart

Be Alert

Be aware of the signs of abuse and neglect.

- know the systems the school has in place regarding support and safeguarding, e.g. induction training, staff code of conduct and the role of the DSL (DSL).

Question Behaviours

Talk and listen to the views of the children, be non-judgmental.

- Observe any changes in behaviours and question any unexplained marks or injuries.
- Raise concerns about poor or unsafe practice, refer to the Co-Headteachers, or if the concerns is about the Co-Headteachers, refer to the Chair of Governors. Utilise the Whistleblowing Procedure.

Ask for Help

Record and share information appropriately with regard to confidentiality.

- If staff members have concerns, raise them with the school's DSL
- They have a responsibility to take appropriate action, and not to delay.

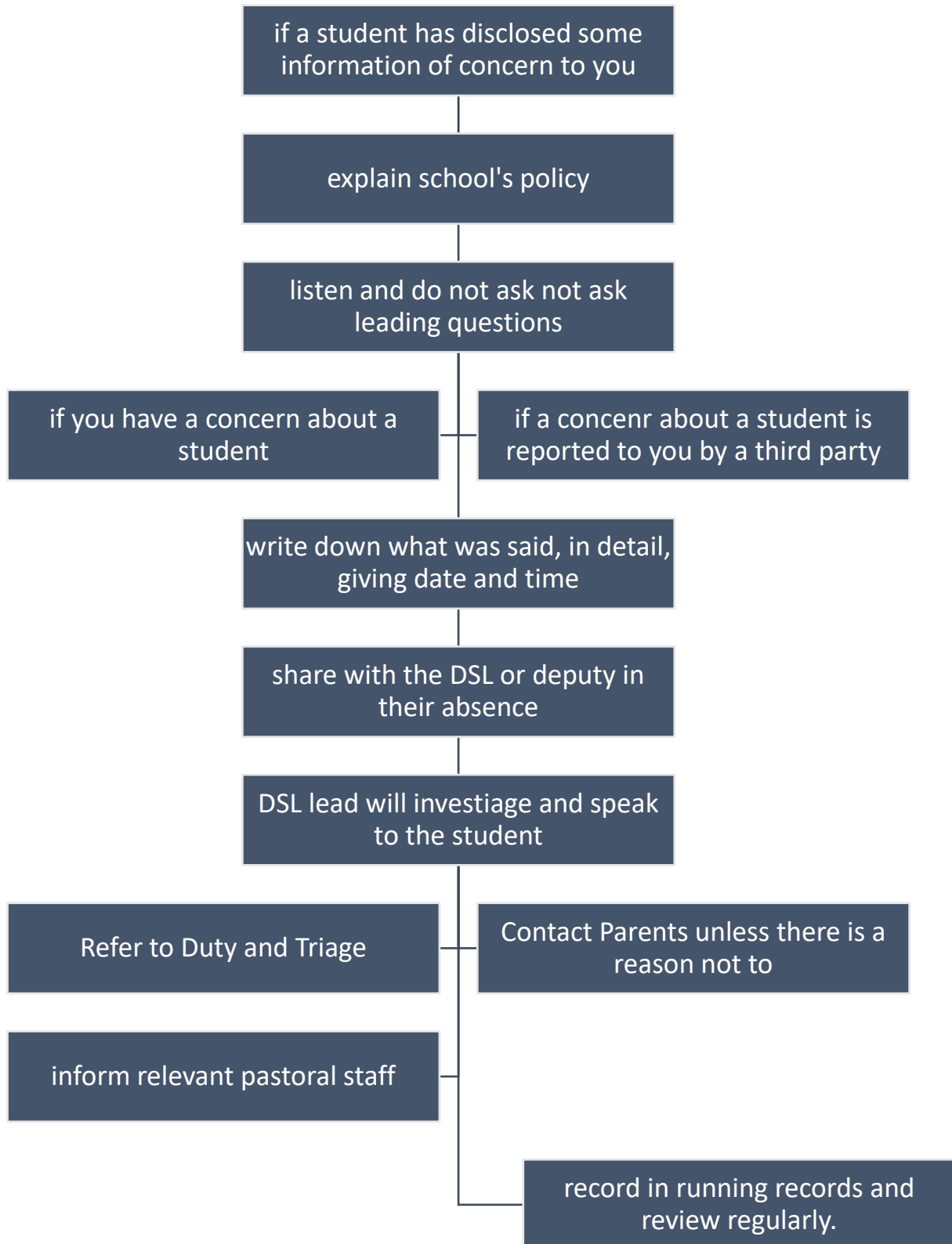
Refer

The DSL will make referrals to children's services.

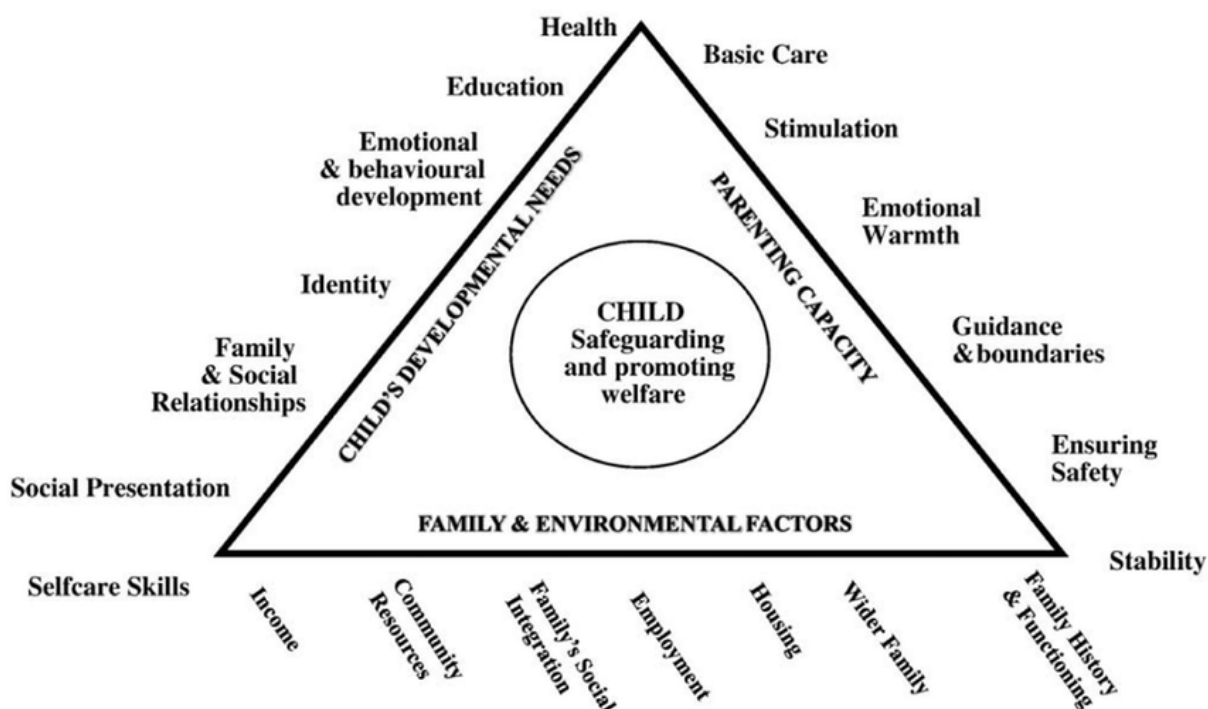
- In an emergency or a genuine concern that appropriate action has not been taken, staff members can speak to the Duty and Triage Team 0118 9088002

Appendix 3: FGM Mandatory Reporting Duty

If a student discloses / you discover that they have been subject to FGM. **It is your responsibility to report it directly to the Police. The DSL will support you to do this.** This is for confirmed cases, not students at risk.



Appendix 4: Indicators of Abuse and Neglect



Working Together to Safeguard Children (DFE 2018)

Physical Abuse	
A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.	
Child	
Bruises – shape, grouping, site, repeat or multiple	Withdrawal from physical contact
Bite-marks – site and size Burns and Scalds – shape, definition, size, depth, scars	Aggression towards others, emotional and behaviour problems
Improbable, conflicting explanations for injuries or unexplained injuries	Frequently absent from school
Untreated injuries	Admission of punishment which appears excessive
Injuries on parts of body where accidental injury is unlikely	Fractures
Repeated or multiple injuries	Fabricated or induced illness
Parent	Environment
Parent with injuries	History of mental health, alcohol or drug misuse or domestic violence.
Explanation inconsistent with injury	Past history in the family of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault

Fear of medical help / parents not seeking medical help	Marginalised or isolated by the community.
Over chastisement of child	Physical or sexual assault or a culture of physical chastisement
Evasive or aggressive towards child or others	
Emotional abuse	
<p>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 they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone</p>	
Child	
Self-harm	Over-reaction to mistakes / Inappropriate emotional responses
Chronic running away	Abnormal or indiscriminate attachment
Drug/solvent abuse	Low self-esteem
Compulsive stealing	Extremes of passivity or aggression
Makes a disclosure	Social isolation – withdrawn, a 'loner' Frozen watchfulness particularly pre school
Developmental delay	Depression
Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)	Desperate attention-seeking behaviour
Parent	Family/environment
Observed to be aggressive towards child or others	Marginalised or isolated by the community.
Intensely involved with their children, never allowing anyone else to undertake their child's care	History of mental health, alcohol or drug misuse or domestic violence.
Previous domestic violence	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
History of abuse or mental health problems	Past history in the care of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault
Mental health, drug or alcohol difficulties	Wider parenting difficulties
Cold and unresponsive to the child's emotional needs	Physical or sexual assault or a culture of physical chastisement.
Overly critical of the child	Lack of support from family or social network
Neglect	
<p>is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure</p>	

access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.	
Failure to thrive - underweight, small stature	Disturbed peer relationships
Constant tiredness	Swollen limbs with sores that are slow to heal, usually associated with cold injury
Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold	Self-harming behaviour
Untreated medical problems	Abnormal voracious appetite at school
Dry sparse hair	Frequent lateness or non-attendance at school
Inadequately clothed	Inadequate social skills and poor socialisation
Dirty and unkempt condition	Low self-esteem
Parent	Family/environment
Failure to meet the child's basic essential needs including health needs	Marginalised or isolated by the community.
Leaving a child alone	History of mental health, alcohol or drug misuse or domestic violence.
Failure to provide adequate caretakers	History of unexplained death, illness or multiple surgery in parents and/or siblings of the family
Keeping an unhygienic dangerous or hazardous home environment	Past history in the family of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault
Unkempt presentation	Lack of opportunities for child to play and learn
Unable to meet child's emotional needs	Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
Mental health, alcohol or drug difficulties	
Sexual abuse	
<p>involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (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 in education</p>	
Child	
Self-harm - eating disorders, self-mutilation and suicide attempts	Poor self-image, self-harm, self-hatred
Inappropriate sexualised conduct	Running away from home
Sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit	Withdrawal, isolation or excessive worrying
Poor attention / concentration (world of their own)	Inexplicable changes in behaviour, such as becoming aggressive or withdrawn
Pain, bleeding, bruising or itching in genital and /or anal area	Sudden changes in school work habits, become truant
Sexually exploited or indiscriminate choice of sexual partners	Reluctant to undress for PE

Pregnancy	
Parent	Family/environment
History of sexual abuse	History of mental health, alcohol or drug misuse or domestic violence.
Excessively interested in the child.	Marginalised or isolated by the community.
Conviction for sexual offences	Parent displays inappropriate behaviour towards the child or other children
History of unexplained death, illness or multiple surgery in parents and/or siblings of the family	Past history in the care of childhood abuse, self harm, somatising disorder or false allegations of physical or sexual assault
Comments made by the parent/carer about the child.	Grooming behaviour
Lack of sexual boundaries	Physical or sexual assault or a culture of physical chastisement.

Child sexual exploitation – definition and possible indicators.

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

Possible indicators

- Acquisition of money, clothes, mobile phones etc without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicious of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Female Genital Mutilation – definition and possible indicators

FGM is a procedure where the female genital organs are injured or changed and there is no medical reason for this. It is frequently a very traumatic and violent act for the victim and can cause harm in many ways. The practice can cause severe pain and there may be immediate and/or long-term health consequences, including mental health problems, difficulties in childbirth, causing danger to the child and mother; and/or death. The age at which FGM is carried out varies enormously according to the community. The procedure may be carried out shortly after birth, during childhood or adolescence, just before marriage or during a woman's first pregnancy. FGM is known by a variety of names,

including 'female genital cutting', 'circumcision' or 'initiation'. The term 'female circumcision' is anatomically incorrect and misleading in terms of the harm FGM can cause. The terms 'FGM' or 'cut' are increasingly used at a community level, although they are not always understood by individuals in practising communities, largely because they are English terms.

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

- she discloses to a professional that FGM has taken place;
- a mother/family member discloses that female child has had FGM;
- a family/child is already known to social services in relation to other safeguarding issues;
- having difficulty walking, sitting or standing or looks uncomfortable;
- finding it hard to sit still for long periods of time, and this was not a problem previously;
- spending longer than normal in the bathroom or toilet due to difficulties urinating;
- spending long periods of time away from a classroom during the day with bladder or menstrual problems;
- frequent urinary, menstrual or stomach problems;
- avoiding physical exercise or requires to be excused from physical education (PE) lessons without a GP's letter;
- prolonged or repeated absences from school
- increased emotional and psychological needs, for example withdrawal or depression, or significant change in behaviour;
- asking for help, but is not be explicit about the problem; and/or
- talking about pain or discomfort between her legs.

Indications that a girl is at risk of FGM

A girl at immediate risk of FGM may not know what's going to happen. But she might talk about or you may become aware of:

- a long holiday abroad or going 'home' to visit family
- relative or cutter visiting from abroad
- a special occasion or ceremony to 'become a woman' or get ready for marriage
- a female relative being cut – a sister, cousin, or an older female relative such as a mother or aunt.

Other indicators might include:

- A family arranging a long break abroad during the summer holidays.
- Unexpected, repeated or prolonged absence from school.
- Academic work suffering.

A child may ask a teacher or another adult for help if she suspects FGM is going to happen or she may run away from home or miss school.

Remember: this is not an exhaustive list of indicators.

Appendix 5: The Holt School

Volunteer Risk Assessment

This document covers all incidences when volunteers visit the school, and details the standard operating practices that seek to reduce and remove risk to our students.

Current regular volunteers include:

- Soulscape, visiting for PoR and year group activities
- Reading University language volunteers
- Young Enterprise business volunteers

All visitors from the above sources have an enhanced DBS check, ID check, and are included on the single central record. If a volunteer will be visiting regularly (more than five times in an academic year), we will require them to complete an enhanced DBS. Until the successful completion of this, the practices below will be adhered to. All regular visitors complete safeguarding training with the DSL.

The following areas are considered before allowing a volunteer to visit the school:

1. The age group and vulnerability of the students the volunteer may be working with.
2. The frequency of their visits.
3. Their connection to the school and their motivation.
4. If the volunteer has experience of working with children.
5. Their links to a professional body, or their ability to provide references.
6. Whether their identity has been verified.
7. If the person is signed up to the DBS update service, and if a check has been completed.
8. If the school, or the volunteer, is aware of any reason they should not work with children.

If a member of staff wishes to invite a volunteer to visit the school, the above considerations will be discussed with their SLT link, and recorded using the volunteer risk assessment sheet, before any arrangements are made. All copies of the volunteer risk assessment should be passed to HAM for storage.

Standard practice for all volunteers without enhanced DBS:

- If a member of staff wishes to bring a volunteer to school, they must inform their SLT link, the DSL and HAM in advance. They will be made aware of the following requirements:
- Volunteers will be accepted from companies and organisations that we have an existing relationship with, or who have an existing relationship with a current member of staff. We will not accept private individuals.
- In the case of parent volunteers, we will follow the same practice.
- We will make contact in advance with the individual volunteers to check suitability.
- There will be a named staff member responsible for the volunteer.
- Volunteers will be required to show photographic ID at reception
- Volunteers will be required to wear Holt visitor badges at all times whilst on school site.
- Volunteers are required to read the safeguarding information card on arrival
- Volunteers are only to be escorted by staff members, students will never be asked to collect them or accompany them around the school site.
- Volunteers are directly supervised at all times by a staff member

- If working on a one : one basis, this will be done in clear sight line of a member of staff
- Volunteers will not be given access to personal information regarding the students, including full class lists, personal contact information or SEN information.
- Volunteers will be prohibited from unmonitored contact with students, such as the exchange of emails unless they have completed an enhanced DBS, and are using a company email account.
- If a member of staff raises a concern about the suitability of the volunteer, their visits will be suspended until the matter can be investigated and advice from the LADO has been sought.

Examples of volunteers that have not had a DBS check:

- Volunteers for a mock interview day – these were volunteers from local business that did short interviews for sixth form students, in a group setting in the sixth form study room, in direct sight line of a staff member
- Nuffield Health staff delivering PSHE sessions – these staff visited three times for sessions, and were directly supervised at all times by staff.
- Visitors to give careers talks – these are business volunteers that visit during lunch time to give a talk for interested students. This is in a group setting and directly supervised by a staff member.
- Visitors for the Careers Fayre – these visitors ran stalls for the day, and were directly supervised when around school site, but not during the careers fayre event, where they came into contact with students. These volunteers were approached by the school in their professional capacity, and all interactions with students were in the open setting of the careers fayre.

The Holt School Volunteer Risk Assessment

Name of Volunteer			
Start Date		Person conducting RA	

Factor	Risk Score	Qualifying Comments
Will they have direct contact with children?	Choose an item.	
What frequency will they be working with children?	Choose an item.	
What is the age range of the children?	Choose an item.	
Will there be any contact with particularly vulnerable students?	Choose an item.	
Are they assisting with any personal care?	Choose an item.	If there is any personal care, this is a regulated activity, and requires an enhanced DBS
What tasks will they be completing?	Choose an item.	
What is the frequency they will be working in school?	Choose an item.	
Will they be working outside of school hours with children?	Choose an item.	Work between 2am and 6am in a regulated activity, and requires an enhanced DBS
Will they be working with children off school premises?	Choose an item.	
Will the volunteer be working in a residential setting?	Choose an item.	
What is the association of the volunteer with the school?	Choose an item.	
How well does the school know the history of the volunteer?	Choose an item.	
What do you believe is the reason for their volunteering?	Choose an item.	
Can the volunteer provide a relevant reference from someone who they have worked or volunteered for?	Choose an item.	
Can the volunteer provide a relevant reference from someone who knows their work with children?	Choose an item.	
Does the volunteer have a history of paid or voluntary work with children?	Choose an item.	
Does the volunteer have a recent DBS certificate from another role?	Choose an item.	
Is the volunteer currently signed up for the DBS update service?	Choose an item.	

Are there any known or suspected concerns around working with children?	Choose an item.	
Are there any other factors to be taken into account?	Insert a risk score here	
Total Risk Rating		

Low Risk >30	Moderate Risk 30-40	High Risk 41+
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<p>A score of less than 30 points suggests the volunteer is well known to the school, has probably got some experience of previous work with children and can provide a reference and is generally working on school premises and within normal hours with children who are not deemed particularly vulnerable. They may be a previous employee, governor or volunteer and/or well known to staff or colleagues. They may hold a recent DBS certificate which has been seen as a portable DBS.</p> <p><i>Action: there is no legal requirement to carry out a further DBS check, but if the person doesn't hold a portable DBS, they may wish to carry out an enhanced DBS check with NO Barred List check</i></p>	<p>A score of between 30 and 40 points suggests the volunteer has some connection to the school, perhaps as a parent and may have some similar voluntary work in the past. No particular issues have come to light and there are no concerns over suitability. The person has provided suitable references. They may work regularly with children where occasionally some of these children are deemed vulnerable. They do not have a recent or portable DBS certificate.</p> <p><i>Action: there is no legal requirement to carry out a further DBS check, but the school may wish to carry out an enhanced DBS check with NO Barred List check</i></p>	<p>A score of above r40 points suggest that the volunteer has no previous connection with the school and is not known to staff at the school and cannot provide relevant references as to their suitability to work with children. They do not hold a current DBS or portable DBS check or they may be expected to work directly with children who may be particularly vulnerable or off school premises and out of hours.</p> <p><i>Action: there is no legal requirement to carry out a further DBS check, however it is recommended the school consider carrying out an enhanced DBS check with NO Barred List check</i></p>

Action Agreed

- Enhanced DBS check **not** required
- Enhanced DBS check **is** required

Qualifying Comments

Name of person signing of risk assessment	
Role	
Signature	
Date	