HOLMEWOOD HOUSE SCHOOL

SAFEGUARDING and CHILD PROTECTION POLICY

(This policy also applies to the EYFS)

Person responsible: Mr Scott Carnochan, Headmaster

Designated Safeguarding Lead & On-line Safety: Jeremy Wyld
Deputy Designated Safeguarding Lead: Kevin O'Riordan
Deputy DSL & Early Years Designated Person: Antoinette Scandling

Designated Governor for Safeguarding: Mrs Amanda Barnes

Training	
DSL Training KSCB	October 2017
Deputy DSL KSCB Deputy & EYFS DSL	October 2017
Designated Governor Training	May 2016
Whole Staff	KSCB – Claire Ray, Principal Officer 21st April 2015
	KCSIE Update Sept 2018

Review date: November 2019

Record of Amendments

POLICY VERSION	DESIGNATED BY	DATE
Policy updated version 1	SC	September 2017
Policy updated version 2	CPB	September 2017
October version 3	CPB	October 2017
June version 4	CPB	June 2018
Policy update version 5	CPB	November 2018

Table of Amendments

CHANGE NOTED	AMENDED BY	DATE
Version 1 referencing SC as Headmaster	CPB	September 2017
Version 2 information sharing added	CPB	September 2017
Version 3 training date revised	CPB	October 2017
Version 4 GDPR compliance	CPB	June 2018
Version 5 KCSIE 2018 updated	CPB	November 2018

MONITORING AND REVIEW:

All school personnel and governors will have a copy of this policy, which is also available on the school's website, and will have the opportunity to consider and discuss its contents, which will be reviewed annually.

Next review date: November 2019

ABOUT THIS POLICY:

This policy applies to everyone who comes into contact with children and their families; all staff, governors, supply staff, contractors and volunteers, working in or on behalf of Holmewood House School. The policy sets out the procedures in place at Holmewood House School which collectively form our current practice with regard to safeguarding, child protection and the welfare of children (everyone under the age of 18).

Sections 5 – 13 give specific guidance on recognising and managing child protection situations and form the Child Protection part of the wider Safeguarding Policy.

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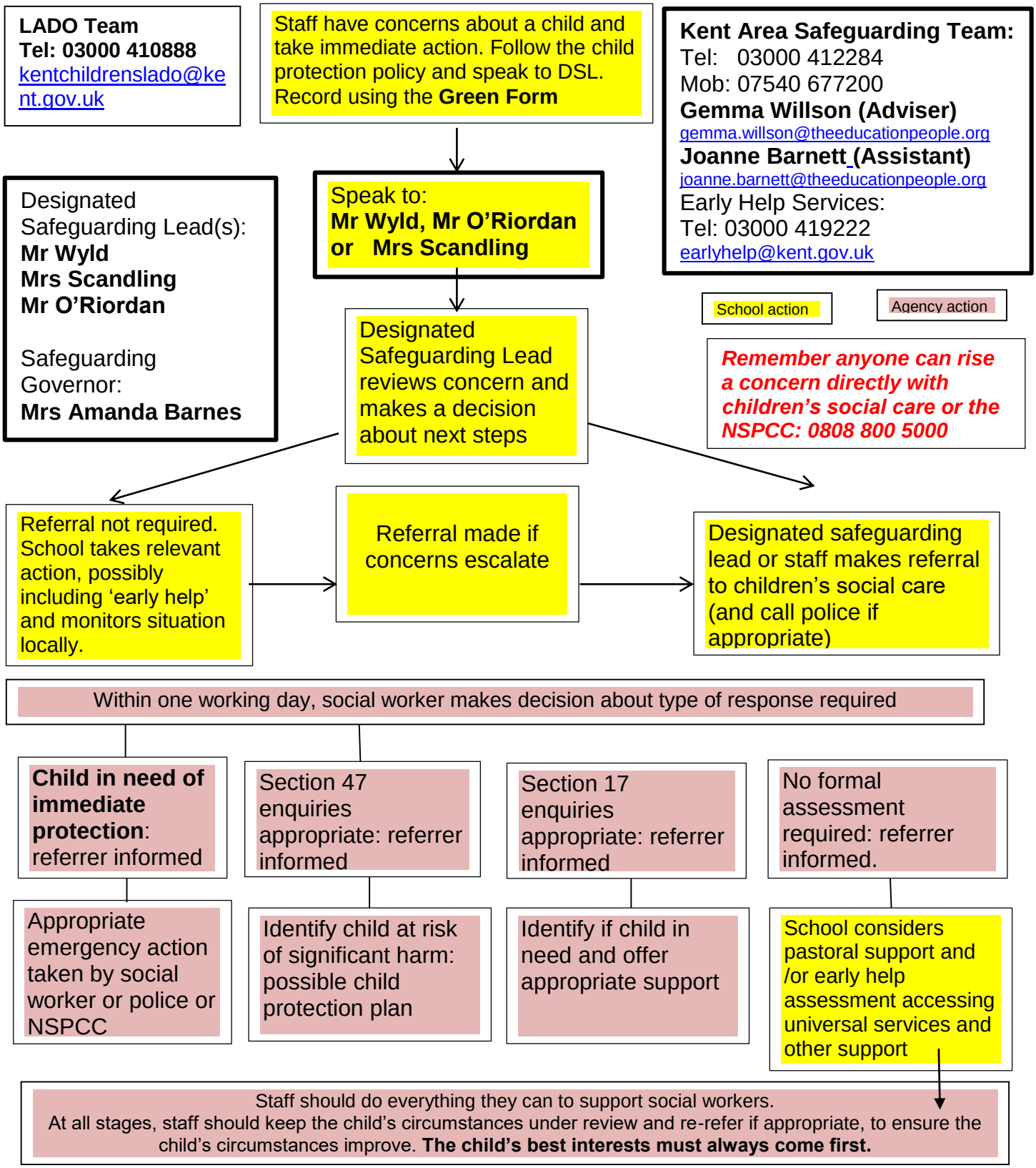
POLICIES AND OTHER DOCUMENTS RELATING TO SAFEGUARDING
1. Anti-bullying
2. Behaviour (including discipline and exclusions)
3. Child protection - see this policy
4. Data protection
5. Drugs and substance misuse
6. Educational visits policy including safeguarding and promoting Health and Safety on Activities outside school
7. Equal opportunities & Equality statement
8. E-Safety including Acceptable use policies
9. First aid (including management of medical conditions, intimate care)
10. Health and safety including school security
11. Management of allegations against staff
12. Multi agency risk assessment protocol
13. Physical intervention and positive handling
14. Privacy notice
15. Procedure to be followed in the event of a child going missing, including EYFS
16. Procedure to be followed in the event of a parent failing to collect a child at the appointed time, including EYFS
17. Procedure to be followed in the event of an unknown or undesignated adult arriving to collect a child, including EYFS
18. PSHCE policy and scheme of work to empower young children to better protect themselves
19. Racial or homophobic incident monitoring
20. Safer recruitment and selection
21. School attendance and admissions

22. Screening, searching and confiscation
23. Sex and relationship education
24. Single Central Record (staff vetting)
25. Staff code of conduct including guidance in line with Safer Working practice Guidelines
26. Supervision and duties guidelines including extended school - before and after school management
27. Taking, using and storing images of children, including in the EYFS
28. Whistleblowing
29. Work experience/placement protocols

This policy takes into account the following legislation and guidance copies of those marked * are also available on site at the Reception desks and in each common room:

- Children Acts 1989 and 2004
- Education Act 2002, sections 175 & 157
- EYFS 2017 *
- Information Sharing - *Advice for practitioners providing safeguarding services to children young people, parents and carers 2015*
- ISI National Minimum Standards for Boarding
- ISI Regulations Part 3 – Welfare health and safety of pupils
- Keeping Children Safe in Education September 2018 *
- Kent Safeguarding Children procedures 2014
- Prevent – Counter Terrorism and Security Act 2015
- Sections 157, 175 of the Education Act 2002
- Serious Crime Act 2015
- The Teachers' Standards 2012
- What to do if you are worried about a child being abused 2015 *
- Working Together to Safeguard Children 2018 *
- The General Data Protection Regulation 2018

ACTIONS FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD



Urgent Central Referral Unit: Central Duty: 03000 41 11 11 or outside office hours: 03000 419191
Prevent/Channel Referrals:
Detective Sergeant Toni Roullier, Kent Police toni.roullier@kent.pnn.police.uk **or**
Nick Wilkinson, Youth Offending Lead, Kent – nick.wilkinson@kent.gov.uk

HOLMEWOOD HOUSE SCHOOL

SAFEGUARDING and CHILD PROTECTION POLICY
(This policy applies to the whole school including the EYFS)

1. INTRODUCTION

The Governors, Headmaster, and staff at Holmewood House School regard as paramount their responsibility to safeguard and promote the welfare of all children recognising that they are an important part of the wider safeguarding system for children. Creating and maintaining a safe culture with a positive mindset is at the heart of the safeguarding practices at this school.

To achieve this, we operate a child centered and co-ordinated approach to safeguarding. All staff are expected to work together in the interests of the child ensuring adequate arrangements are in place to identify, assess, and support those children who are suffering harm, are in need or at risk. This may require staff to work together with other agencies recognising the need to communicate effectively and work in a time sensitive way.

Safeguarding refers to how we ensure the safety of all children and adults in our school. It is dependent upon building and maintaining a safe school culture. **Child protection** refers to the way we recognise and respond to concerns regarding the welfare of individual children. Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment.
- preventing impairment of children's health or development.
- ensuring that children and young people are growing up in circumstances consistent with the provision of safe and effective care
- taking action to enable children have the best outcomes

Our commitment to safeguarding all children is underpinned by three key principles:

- **Anyone can make a referral if they are worried about a child using the NSPCC helpline or via Children's Social Services, however, most safeguarding concerns will go via the DSL**

- **All staff have a responsibility to provide a safe environment in which all children thrive and are able to learn**

- **All staff should be prepared to identify children who may benefit from 'early help' as soon as the problem emerges at any point in a child's life**

'No single professional can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, ***everyone*** *who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action'. KCSIE Sept 2018*

2. WORKING WITH THE LOCAL SAFEGUARDING CHILDREN BOARD

Our LSCB is Kent and our area Safeguarding Advisor is Gemma Wilson
gemma.willson@theeducationpeople.org **LADO Team Tel: 03000 410888** kentchildrenslado@kent.gov.uk

In order to maintain consistency and a high level of safeguarding and child protection our safeguarding procedures are in line with locally agreed inter-agency procedures. We are in contact with the Education safeguarding team www.theeducationpeople.org We are kept informed of changes to policy and examples of good practice through their regular electronic updates, which are circulated to all staff.

The local authority operates a Front Door method for receiving and directing safeguarding issues to the relevant team. The DSL is in regular communication with the local team and manages the flow of referral information between the school, the Front Door and Children's Social Services.

3. THE ROLE OF SCHOOL STAFF

Designated Safeguarding Lead, Deputy Head, Jeremy Wyld maintains overall responsibility for child protection including on-line safety in the school. jwyld@holmewoodhouse.co.uk

Deputy DSL, Boarding Housemaster, Mr Kevin O'Riordan has been trained to the same standard regarding safeguarding and child protection issues. koriordan@holmewoodhoouse.co.uk

EYFS Designated Person, Deputy Safeguarding Lead, Mrs Antoinette Scandling, ascandling@holmewoodhouse.co.uk

Mrs Amanda Barnes, Safeguarding Governor nominated to liaise with the LA on Child Protection issues or in the event of an allegation of abuse made against the Headmaster.

Nicola Stewart Wellbeing Lead, MBACP (accred.) MHFA trainer, provides counselling support to pupils, and staff including CPD training and curriculum information.

Any staff member who has a concern about a child's welfare must know how to respond to pupil who discloses abuse and follow the referral process set out in this document. To ensure a consistent approach to safeguarding all staff are required to have a common understanding of the signs and indicators of abuse surrounding safeguarding and child protection. Regular updates and more formal training, including at induction, remain part of our commitment to ensuring best practice.

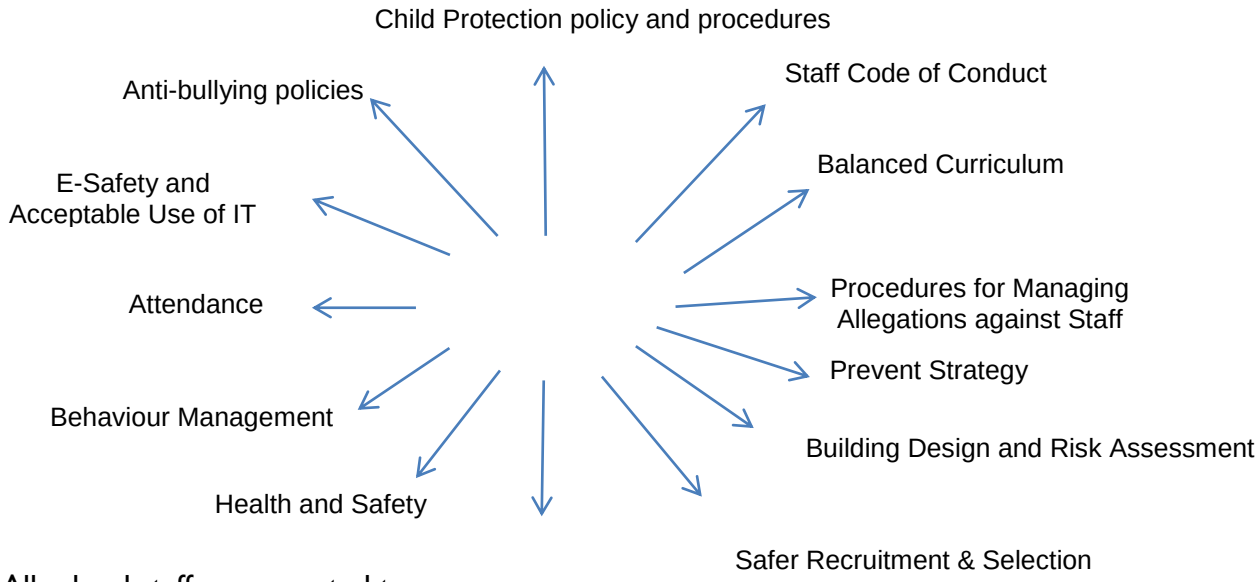
All staff must be familiar with the following policies which support our safeguarding procedures. These can be found on the staff Sharepoint area of the school computer drive:

- the safeguarding and child protection policy including the identity of the DSL/ Deputy DSL
- the behaviour and sanctions policy
- the on-line safety policy
- the staff code of conduct

- the acceptable use of IT
- the school safeguarding response to children who go missing from education
- Keeping Children Safe in Education Part 1 and Annexe A

Keeping children safe and promoting positive attitudes towards children's welfare are key to a happy and healthy school community. There are many aspects of school life and the wider community which may have an impact on the health and well-being of a young person or adult. Understanding the local issues and developing strategies to deal with potential risks is an essential part of keeping children safe at Holmewood House School.

At Holmewood, the areas that may influence our approach to the welfare and safeguarding of all children and adults are likely to include:



All school staff are expected to:

- Provide a safe environment in which children can learn and thrive.
- Know the identity of the Designated Safeguarding Lead and Deputy and how to refer concerns to them.
- Actively promote an atmosphere where pupils know that their **voice counts**.
- Ensure that pupils know that there are adults in the school who they can approach and talk to if they are worried and that their concerns will be listened to. *However, staff should never promise a child to keep certain information confidential.*
- Know how to raise safeguarding concerns about adults as well as children.
- Identify children who may be in need of **'early help'**, and communicate their concerns to the relevant staff.
- Support and liaise effectively with all relevant agencies applying the '**team around the child'** approach (including those acting for children's social care from the LSCB).
- Foster an atmosphere where **all staff feel able to raise concerns** and feel supported in their safeguarding role including when raising safeguarding concerns including about adults in the school, or when making a referral to external agencies.

- Recognise the additional factors to consider as a school that offers boarding facilities: staff need to be alert to the possibilities of peer on peer abuse, and inappropriate pupil relationships.
- Include opportunities throughout the curriculum, including ICT and PSHE, for children to develop the skills they need to keep themselves safe.
- Work with parents to ensure the safety and welfare of all children recognising that children with special educational needs and disabilities can face additional safeguarding needs e.g. communication issues.
- To be clear that the need for inter-agency working is especially important to identify and prevent child sexual exploitation and prevent radicalisation.
- Follow school procedures when recording, storing and transferring records relating to safeguarding or child protection issues.
- To develop and maintain good practice in professional awareness of safeguarding issues and approaches by embedding reflective practices and CPD into curricular teaching.

4. EARLY HELP

'Early help' means providing support as soon as a problem emerges, at any point in a child's life, from the foundation through to the teenage years. Providing **early help** is more effective in promoting the welfare of children than reacting later. At Holmewood **all** staff should be prepared to **identify children who may benefit** from early help.

Any child may benefit from early help but staff should be particularly alert to the need for early help for a child who:

- Is disabled and has particular additional needs
- Has special educational needs (whether or not they have a statutory E,H&C plan)
- Is a young carer
- Is showing signs of being drawn into gang involvement and association with organised crime groups
- Is frequently missing form care or from home
- Is at risk of modern slavery, trafficking or exploitation
- Is at risk of being radicalised or exploited
- Is in a family circumstance presenting challenges for the child, such as drug and alchohol misuse, adult mental health issues and domestic abuse
- Is misusing drugs or alcohol themselves
- Has returned home to their family from care
- Is a privately fostered child

Discussing emerging issues with the DSL is of vital importance especially as the DSL may already have information to add to a developing picture around a child or family. Liaising with appropriate agencies as soon as possible with the support of the DSL will be in the best interests of the child and keeping the case under review to ensure the situation is improving. *Further detailed information on early help can be found in Chapter 1 of Working Together to Safeguard Children*

CHILD PROTECTION POLICY and PROCEDURES

5. RECOGNISING SIGNIFICANT FACTORS

Our school community is not complacent about child protection issues; we take the attitude that it could happen here. When concerned about the welfare of a child staff should ensure the child's wishes and feelings are taken into account when determining what action may be necessary. Ultimately, all processes should operate in the **best** interests of the child.

Knowing what to look for is vital to the early identification of abuse and neglect. If staff are unsure they should always speak to the Designated Safeguarding Lead or Deputy.

All staff receive regular safeguarding updates and receive regular training about the signs of abuse and safeguarding issues some of which are listed below, but should also recognise that behaviours linked to drug taking, alcohol abuse; truanting and sexting put children in danger.

- Child criminal exploitation: county lines
- Child sexual exploitation
- Child trafficking
- Children and the court system
- Children missing from education
- Children with family members in prison
- Children with medical conditions
- Children's health and safety
- Domestic violence and abuse
- Drug and substance misuse
- Fabricated or induced illness
- Female Genital Mutilation
- Forced marriage
- Gender based violence /sexual assaults and sexting
- Harassment and discrimination
- Homelessness
- Internet safety – including mobile phones e.g. Sexting
- Issues specific to a local area, for example, gang activity, faith abuse,
- Issues surrounding gender identity including LGBTQ
- Peer on peer abuse
- Physical harm or self-harm
- Preventing Radicalisation
- Sexual violence and sexual harassment between children in schools
- So called honour-based violence
- Teenage relationship abuse

Further, detailed information on the types and the nature of abuse can be found in the Government document: *Keeping Children Safe in Education Annexe A.*
This is a key document for those working closely with children.

6. WHEN TO BE CONCERNED

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately. Referrals should follow the local referral process.

Remember – anyone can make a referral

Be alert, question behaviours – be curious about anything unusual. All staff and volunteers should be concerned about a child if he or she:

- Has any injury that is not typical of the bumps and scrapes normally associated with an accidental injury.
- Regularly has unexplained injuries.
- Frequently has some injuries (even when apparently reasonable explanations are given).
- Gives confused or conflicting explanations about how injuries were sustained.
- Exhibits significant changes in behaviour, performance or attitude
- Exhibits a deterioration in general well-being
- Comments from or about a child are received which give cause for concern
- Indulges in sexual behaviour which is unusually explicit and /or inappropriate to his or her age/stage of development
- Discloses an experience in which they may have been significantly harmed.
- Runs away from school or goes missing.
- Has reason to believe that a child may be suffering harm.

Ask for help – share concerns quickly, refer to flow diagrams

- Raise the concern with the Designated Safeguarding Lead to agree a course of action.

Refer – consider the threshold and appropriate level of any intervention

- The DSL or Deputy DSL may obtain informal advice from local agencies.
- Any member of staff may make a referral to external agencies, however they must ensure the DSL is informed as soon as possible that a referral has been made.
- If a child is in immediate danger or is at risk of harm a referral should be made to children's social care and / or the police immediately
- Allegations against anyone working at the school must be referred to the LADO within one working day

Respond to the need

- Consider the needs and welfare of child, their family and teachers

Record and review action taken

- A record of any subsequent advice should be recorded in the appropriate manner.

If a teacher in the course of their work discovers an act of FGM appears to have been carried out on a girl less than 18 yrs the teacher must report this to the police. ***Section 74 serious crime Act 2015***
See Annex a KCSIE for detailed guidance regarding recognising and reporting FGM.

7. WHAT TO DO IF YOU HAVE A CHILD PROTECTION CONCERN?

Parents are encouraged to raise any concerns directly with the school. Parents may contact the ISI directly if they wish. All Staff may raise concerns directly with the LCSB or NSPCC.

The role of the school in situations where there are child protection concerns is to recognise, refer, respond and record not to investigate.

It should be emphasised that safeguarding incidents can happen anywhere and Staff should always be alert to possible concerns being raised in this school.

Mr Jeremy Wyld, Deputy Head and Designated Safeguarding Lead (DSL).

Mr Kevin O'Riordan, Head of Boarding, and Deputy DSL.

Mrs Antoinette Scandling, Deputy DSL, Pre-Prep and EYFS.

Mrs Amanda Barnes, Safeguarding Governor nominated to liaise with the LA on Child Protection issues or in the event of an allegation of abuse made against the Headmaster.

DEALING WITH DISCLOSURE

If a child discloses that he or she has been abused in some way keep calm, look at the child directly, be honest and never push for information:

- Allow the child to make the disclosure at their own pace and in their own way.
- Listen compassionately to what is being said without displaying shock or disbelief.
- Accept what is being said; be aware the child may have been bribed or threatened.
- Avoid interrupting except to clarify what the child is saying (use the acronym: T.E.D. ***tell*** *me,* ***explain*** *a bit more…* ***describe*** *how this made you feel / what happened next...*)
- Try not to ask leading questions or probe for information not volunteered by the child.
- Avoid criticism of the alleged perpetrator.
- Reassure the child that what has happened is not his or her fault.
- Stress that it was the right thing to tell a trusted adult.
- Reassure the child or young person that they have been heard.
- Calmly explain what will happen next.
- Explain that it is not possible to promise confidentiality.
- Record the conversation as soon as possible. (see Record Keeping)
- Pass information to the DSL or deputy DSL **without delay.**
- Good practice recommends a child is not interviewed a second time; accept what the child says and refer to the appropriate agency.

Remember:
recognise, refer, respond and record

All staff must recognise that it is essential to act on and to refer the early signs of abuse and neglect, maintain clear records, listen to views of the child, reassess concerns when situations do not improve and share information quickly.

Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate steps.

Safeguarding issues and concerns always take precedent over fears about maintaining privacy in the context of data protection and GDPR.

8. WHAT TO SAY- WHAT NOT TO SAY

Guidance on how to respond to a child wanting to talk about abuse:

Helpful things to say:	**Unhelpful things to say:**
I understand what you are saying. Thank you for telling me. It's not your fault. You are not to blame. I am listening to you. Go on… Tell me… Explain…. Describe…	Why didn't you tell anyone before? I cannot believe it! Are you sure this is true? Why? How? When? Who? Where? Never make false promises. Never make statements such as: "I am shocked, don't tell anyone else" You had better tell….as well.

In conclusion:
Reassure the child that they were right to tell you and show acceptance.
Let the child know what you are going to do next.
Tell them you will let them know what happens.
Contact the DSL, Deputy DSL or the LSCB directly.
Consider your own feelings and seek pastoral support if needed.

9. INFORMATION TO BE RECORDED – THE GREEN FORM

When a child has made a disclosure, the member of staff should record the disclosure accurately. All concerns, discussions and decisions made, and the reasons for those decisions should be recorded in writing as soon as possible after the conversation using The Green Form see Attachment 4.

These details are vital to the information gathering process and do not constitute an investigation.

- Record the child's full name and date of birth.
- Record the date, time, place and any noticeable non-verbal behaviour as well as the words used by the child.
- Record the incident(s) which gives rise for concern with date(s) and times(s).
- Record **verbatim** what the child has said.

- If recording bruising/injuries indicate position, colour, size, shape and time on a body map.
- If possible record the child in normal context, e.g. behaviour, attitude, (has there been an extreme change?).
- Record all steps and action taken.
- Pass the records including original notes (in case they are needed by a court) to the DSL without delay.

10. PEER ON PEER ABUSE

We take any form peer on peer abuse seriously at Holmewood and recognise that this is not to be brushed off as mere banter or 'part of growing up'. Our positive behaviour management strategies as outlined in the Behaviour and Sanctions policy encourage pupils and staff to treat each other respectfully and aims to tackle problems before the reach a crisis point. Staff are also aware that pupils engaging in peer on peer abuse are often themselves exhibiting signs of distress. Further details about what constitutes this kind of abuse can be found in Annexe A of KCSIE 2018.

Should the need arise, the following steps are in place to deal with significant incidents:

a) If a pupil (or parent) makes an allegation of abuse against another pupil – **peer on peer abuse**, the person receiving the complaint must take it seriously and immediately inform the DSL.
b) A record of the concerns should be made including details of anyone else who witnessed the incident or allegation.
c) Peer-peer abuse can take many forms including sexting and must not be passed off a 'banter' or 'just growing up'.
d) There is recognition that there may be gender differences in the way the abuse is manifested but that all peer on peer abuse is unacceptable and will be taken seriously.
e) The DSL will refer the matter to the LSCB team in accordance with the Safeguarding procedures. In doing so the DSL will consult with relevant agencies.
f) If the allegation constitutes or is thought to constitute a serious criminal offence, it will be necessary to contact LSCB as well as making a referral to the police.
g) Careful consideration needs to be given to the treatment of any pupil against whom an allegation has been made. This includes whether a suspension is put in place. The Headmaster and the Safeguarding Governor will be consulted before a final decision is made.
h) If a suspension is made, the reasons thereof must be recorded and the pupil concerned and his/her parents must be notified.
i) Any allegations which subsequently prove to be malicious will be removed from pupil files and any unfounded or unsubstantiated allegations will not be referred to in transfer references.
j) Any pupil found guilty of making a malicious allegation against another pupil will be face school sanctions as per the Behaviour and Sanctions Policy**.**

k) All children involved, whether victim or perpetrator should be treated as being 'at risk' and should receive appropriate support which may include referral to the school counsellor.

11. REPORTING AND INFORMATION SHARING

At Holmewood House we recognise that information sharing is vital in identifying and tackling all forms of abuse and neglect.

Sharing information in a timely fashion with all relevant parties must take place; including with the three safeguarding partners:

- The Local Authority
- The local Clinical Commissioning Group
- The Chief Officer of Police

The DSL liaises with the Safeguarding Governor once each term and in addition where necessary to ensure compliance with current legislation and to identify areas for improvement.

The responsibility to **transfer safeguarding records** is placed on the DSL in the school the pupil is leaving, rather than the receiving school asking for the information. These records should be transferred securely with confirmation of receipt from the new school. In addition to the child protection file, the DSL should also consider providing information in advance of a child leaving and starting at a new school.

In order to meet these requirements, the use of internal school emails is not an appropriately secure method of transferral. However, it is vital it is done in a safe and secure way, adhering to the principles of GDPR and the Data Protection Act 2018.

Access to personal data is given in line with the schools Privacy Notice. Particularly strict rules apply in the context of medical and pastoral or safeguarding files.

The use of personal data for safeguarding purposes falls within the legitimate interests of the school. Careful consideration will be given to the use of the data and the sensitivity of the information held.

Special category personal data including safeguarding, pastoral and medical information may be shared with another party in accordance with rights or duties imposed on it by law as identified in the school's Privacy Notice.

On occasions it may be necessary to protect the anonymity of the children concerned. Discretion is required at all times and if in doubt further guidance may be sought from the LSCB.

Data protection fears **must not be a barrier to information sharing** as the welfare and safety of the child remains of utmost importance.

Further details on information sharing can be found in Working Together to Safeguard Children, chapter 1.

12. REFERRALS TO CHILDREN'S SOCIAL SERVICES

Where a child is suffering or is likely to suffer from harm, it is important that a referral to children's social care (and if possible the police) is made immediately. Referrals should follow the local referral process.

Children in Need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired without the provision of services; or a child who is disabled.
Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare.

Children Suffering or likely to suffer significant harm

If local authorities have reasonable cause to suspect a child is suffering from significant harm they have the duty to act to take action to safeguard and promote the child's welfare. Action must be taken where there are concerns regarding maltreatment, all forms of abuse and neglect, FGM, honour-based violence, radicalisation and sexual exploitation.

The online tool Report Child Abuse to Your Local Council may be used by anyone wishing to use the relevant social care contact number.

What will the local authority do?

Within one day of referral a social worker will acknowledge receipt of the information and make a decision about the next steps and type of response that is required.

The DSL will liaise with the local authority and ensure that the referral has been followed up and that all reasonable steps have been taken to protect the child.

If social workers decide to carry out a statutory assessment, then staff are required to support that process.

If after a referral, the child's situation does not appear to improve, the referrer or DSL should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, the child's situation improves.

Children subject of a child protection plan

The DSL will inform members of staff who have direct pastoral responsibility for children who are subject of a child protection plan. These children should be monitored very carefully and the smallest concern should be discussed with the DSL and then recorded on a Green Form.

13. SUPPORT FOLLOWING A DISCLOSURE

Supporting staff

- Dealing with a disclosure from a child, and a child protection case in general, is likely to be a stressful experience. The member of staff/volunteer should, therefore, consider seeking support for him/herself and discuss this with the DSL. The DSL can seek support from the governor representative or from the LSCB if required.
- All staff new to Holmewood have a mentor, or member of staff with whom they can discuss concerns including the area of child protection.
- The school counsellor and Wellbeing Lead, Nicky Stewart, is available to support staff and has regular drop in sessions to assist staff through a difficult or challenging situation.
- The DSL can also put staff and parents in touch with outside agencies for professional support if they so wish.

Supporting Children

- Care will be given to assessing the support needed to a pupil including working with the School Counsellor.
- A child who is abused or witnesses violence may find it difficult to develop and maintain a sense of self-worth. He may feel helpless, humiliated and blame himself. School may provide the only stability in the life of a child who has been abused or who is at risk of harm.
- Staff should recognise that the behaviour of a child may range from that deemed to be normal to aggression or withdrawal.

The School will support all pupils by:

- Encouraging self-esteem and self-confidence whilst not condoning aggression or bullying
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.

14. LOOKED AFTER CHILDREN

Particular care is given to the support of looked after children and this is extended to previously looked after children. The most common reason for children becoming looked after is as a result of abuse or neglect (as defined by section 22 of Children's Act 1989). Agencies including staff and schools should work together in the best interests of the child to safeguard this particularly vulnerable group.

We ensure that appropriate staff are aware of the legal status of the looked after child and the contact arrangements with the birth parents or those with parental responsibility. The DSL should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

15. STAFF CODE OF CONDUCT

All staff are kept fully aware of their roles and responsibilities through the induction process, and school policies located in the Staff Sharepoint.
All staff are expected to have read and take note of the Code of Conduct.
This applies specifically to:

- the duty of care placed on a member of staff in respect of all children at school
- the importance of building trust within the school community
- respect for the school's behaviour expectations
- dealing with one-to-one situations
- the positive handling of individuals especially in challenging situations
- familiarity with all relevant school policies

Reference: Guidance for Safer Working Practices for Adults who work with Children and Young People (2009).

16. TRAINING

Training is an important part of ensuring that the whole school community is informed and confident about safeguarding. This is carried out in a range of ways:

- All staff are required to read the **Holmewood House School Safeguarding and Child Protection Policy and the Staff Code of Conduct**
- **All members of staff are required to read Part 1 of the current KCSIE. This is a key statutory document providing guidance for all schools.**
- **All school leaders and staff who work directly with children must read, Annexe A KCSIE 2018**
- All members of staff must ensure that their behaviour and actions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil.
- Regular training is provided through the Local Safeguarding Children Board to all staff and governors. or an approved external agency.

- Updates to all staff regarding safeguarding and child protection are given regularly and at least annually via email, briefings, and meetings. These are given by the Headmaster, DSL or Medical Centre Sister, as appropriate.
- The DSL and Deputy DSL must undertake formal inter-agency training at least every 2 years provided by the Local Safeguarding Children's Board, or an approved external agency.
- The DSL and Deputy DSL must keep up to date regularly, and at least annually with developments in their role.

17. INDUCTION OF NEW STAFF

All new members of staff receive a copy of **KCSIE part 1**, the school **Safeguarding and Child Protection Policy** and staff **Code of Conduct.**

Induction of new staff ensures staff are familiar with:

- the identity of the DSL, and Designated Person
- the process to follow if you have a concern about a child or an adult
- the e-Safety Policy including the Acceptable Use of IT
- the 'Prevent Duty'
- staff responsibilities concerning Children Missing from Education,
- the Equality Policy
- the Health and Safety Policy
- Emergency evacuation procedures including Procedure in the Event of Fire

New members of staff sign a declaration to the effect that they know who the Designated Persons are and understand the procedures for raising concerns to the DSL and are aware of the process for making referrals to children's social care or raising an issue about a member of staff.

18. CONFIDENTIALITY

All matters relating to Safeguarding are confidential. The Headmaster or DSL will disclose any information about a pupil to other members of staff on a need to know basis only. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff must be aware that they cannot promise a child to keep secrets.

19. STORAGE OF RECORDS

The DSL is responsible for ensuring records relating to concerns for the welfare or safety of children are kept separate from other school files and are stored securely. Information will be shared on a strictly need to know basis and in line with child protection policy guidance. Personal data supporting a safeguarding concern falls within the legitimate interests of the

school in respect of data protection and must be managed in accordance with the school's Privacy Notice.

20. SAFE WORKING PRACTICE

Safe working practices ensure that children, young people and staff are safe. The School is responsible for ensuring that all action taken is in line with the LSCB procedure and follows the requirements of the central government guidance contained in Working Together to Safeguard Children (2015).

All staff have a duty to recognise concerns and to maintain an open mind and are required to:

- Be responsible for their own actions and behaviour and should avoid any conduct which would lead any reasonable person to question their motivation and intentions;
- Work in an open and transparent way;
- Work with other colleagues where possible in situations open to question;
- Discuss and/or take advice over any incident which may give rise to concern;
- Record any incidents or decisions made;
- Apply the same professional standards regardless of gender or sexuality;
- Be aware of confidentiality;
- Be aware that breaches of the law and other professional guidelines could result in criminal or disciplinary action being taken against them.

21. EARLY YEARS FOUNDATION STAGE (EYFS) additional procedures:

The Designated Safeguarding Lead for the EYFS is **Mrs Antoinette Scandling.**

1) Procedures are place in the EYFS such that in the event of a child soiling itself, two members of staff will deal with changing the child.
2) Practitioners must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If practitioners are taking medication which may affect their ability to care for children, those practitioners should seek medical advice.
3) EYFS Staff will only work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly.
4) Staff medication on the premises must be securely stored, and out of reach of children, at all times.

5) Staff must be aware of, and follow, the latest version of the school's policy regarding the use of mobile phones and cameras.

22. CHILDREN MISSING EDUCATION

We adopt the Kent guidance on Children Missing Education which states:

- All children are entitled to a 'suitable' full time education.
- Local Authorities have a duty to identify children of compulsory school age who are missing education.
- Local Authorities must be informed of pupils who fail to attend school regularly, or who have been absent without the School's permission for a continuous period of 10 school days.

The following website contains a link to the Kent CME document:
http://www.kelsi.org.uk/pru,-inclusion-and-attendance-service-pias/attendance/children-missing-education

23. BOARDERS

Particular care is taken with respect to the safety and welfare of those pupils boarding at Holmewood House. The following regulations apply:

a. Holmewood House School operates safe recruitment procedures and vets staff in line with the regulatory requirements and having regard to relevant guidance issued by the Secretary of State to safeguard and promote the welfare of pupils at the school.
b. All persons over 16 (not on the roll of the school) who after April 2002 began to live on the same premises as boarders but are not employed by the school will have a Disclosure and Barring Service check completed at the same level.
c. Holmewood House School will have a written agreement between the school and any person over 16 not employed by the school but living in the same premises as boarders (e.g. members of staff households). This specifies the terms of their accommodation, guidance on contact with boarders, their responsibilities to supervise their visitors, and notice that accommodation may cease to be provided if there is evidence that they are unsuitable to have regular contact with children.
d. They must be required to notify any unrelated designated senior member of staff if they are charged with, or convicted of, any offence.
e. All persons visiting boarding accommodation (e.g. visitors, outside delivery and maintenance personnel) are kept under sufficient staff supervision to prevent them gaining substantial unsupervised access to boarders or their accommodation.
f. Any guardians appointed by the school would be subject to the same recruitment checks as staff, and their care of pupils is monitored.
g. In the event of a resident boarding member of staff being suspended pending an investigation of a child protection nature, this person would be asked to live off site for the duration of the investigation. Were this person non-resident in the UK, accommodation would be provided locally by the school.

h. Boarding staff should be alert to the possibility of peer on peer abuse and inappropriate pupil relationships.

24. CHILDREN STAYING WITH HOST FAMILIES

As part of our foreign exchange programmes, sports tours and other extended trips children may be placed with host families for the duration or part of their stay. The same level of commitment to safeguarding and welfare of the children is extended in these situations. This includes how best to minimise risk of harm to those children during any exchange visit and when organising for the care and accommodation of a child with a host family as part of the exchange.

For UK host families the school should use its professional judgement about the information it needs to decide whether or not an arrangement may take place, this includes obtaining a free DBS enhanced certificate with barred list information.
For host families abroad the school should liaise with the partner school abroad to gain a shared understanding of, and agreement to the arrangements in place for the visit. The school should satisfy itself that the arrangements are appropriate and sufficient to safeguard the children taking part in the trip. Parents should be aware of the agreed arrangement.

During the visit, all pupils should understand who to contact should an emergency situation arise which makes them feel uncomfortable.

See KCSIE 2018 Annexe E for further guidance.

25. A CHILD LOST OR MISSING AT SCHOOL

The school has a policy and procedure on missing children see Attachment 3.

26. IMAGES OF CHILDREN

Taking, storing and using images of children (including in the EYFS)

a) Staff should always be aware of those parents who have stated that no photographs of their children are to be taken for magazine, prospectus, publicity or website inclusion.
b) Staff must not use personal cameras or mobile phones to take images of children nor store such images at home.
c) Only school devices should be used to take images of children and any such images should only be stored on the School network and never on personal external storage devices or hard drives.
d) If members of staff do use personal devices to take pictures of children in an educational setting (for display, departmental portfolio, school magazine or website) such images should be deleted after use and, where appropriate, only stored in a suitable "library" at School.

27. PHYSICAL INTERVENTION AND POSITIVE HANDLING

All school staff should take care not to place themselves in a vulnerable position with relation to child protection. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

a. The School has a separate policy on positive handling which acknowledges that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimal reasonable force necessary to prevent injury to another person.
b. Reasonable force covers a broad range of actions and means using no more force than is needed. It should only be used when the child is endangering him/herself or others and such events should be recorded in line with the school policy.
c. If the physical intervention is of a nature which causes injury or distress to a child it may be considered under child protection or disciplinary procedures.
d. Staff should be aware of Kent's Positive Handling Guidelines and the school's own Behaviour Management Policy.
e. Staff may need to take action in situations where the use of reasonable force may be required however, any physical interventions must be in line with agreed policy.
f. Where possible, intervention should be carried out by those who have received appropriate training.
g. Staff should consider the additional risks and vulnerabilities of children with SEN, disabilities or medical conditions and make reasonable adjustments when using reasonable force.
h. Planning positive and proactive behaviour support can reduce the occurrence of challenging behaviour and the need to use reasonable force.

28. ANTI-BULLYING

The school has an Anti-Bullying Policy dealing with the issues surrounding bullying. It acknowledges that to allow or condone bullying may lead to concerns under child protection and safeguarding procedures.

Bullying is regarded as a form of abuse; it may take the form of one or more pupils against another pupil including gender based bullying and sexting. The school undertakes to support and investigate the bullying of any adult at the school by a pupil.

A bullying incident should be treated as a child protection issue when there is reasonable cause to suspect that a child is suffering or is likely to suffer significant harm.

29. RACIST COMMENTS

Racist comments will not be tolerated and repeated racist incidents or a single serious incident may lead to consideration under safeguarding procedures.

30. ONLINE SAFETY

The school has an e-Safety policy which sets out how both staff and pupils are kept safe while interacting with online information. This includes reference to how appropriate filters are applied and monitored to ensure pupils are safeguarded from potentially harmful and inappropriate online material.

It is recognised however, that 'over blocking' could lead to unreasonable restrictions and care is taken to monitor this.

All children are taught about safeguarding themselves online through e-safety lessons, PHSE and specialist sessions with visiting speakers.

Staff safeguarding training also includes specific guidance on on-line safety, and how to empower pupils to keep themselves safe when using technology.

Further detailed information can be found in KCSIE Annex C: Online Safety

31. HEALTH AND SAFETY

The school places great significance on the protection of our children within the school environment as reflected in the Health & Safety Policy and the Health and Safety Supporting Document detailing practical procedures.

When pupils are away from the school undertaking school trips and visits the safeguarding of pupils is set out in the Educational Visits and Trips Policy. All trips are reviewed after the event to see if there are any changes necessary.

The Estates Bursar seeks to ensure the suitability of adults working when there are children on the school site. Contractors working on site including at any time during the school holidays will be asked for appropriate health and safety verifications and DBS status will be checked. See below for registration of contractors at the site.

32. VISITORS, CONTRACTORS, VOLUNTEERS AND VISITING SPEAKERS

All visitors and volunteers, including contractors are asked to sign in at the Reception desk in the Collings Building. Coloured lanyards and visitor's badges are used to determine the status of the visitor and whether they need accompanying around the site.

- Red lanyard for a visitor without DBS who will need to be accompanied.
- Green for a visitor with full DBS who may be unaccompanied while on site.
- Blue for school staff.

Visitors are asked to read a copy of the expectations for safeguarding children and adults at Holmewood House (see appendix 5) including the identity of the DSL, before undertaking any meetings or visits. By signing in, visitors acknowledge that they have read this information.

Under no circumstances should a volunteer in respect of whom no checks have been made be left unsupervised or allowed to work in regulated activity which affords them unsupervised contact with children.

Background checks on **visiting speakers** – whether invited by staff or children - will be made prior to engagement where risk assessment indicates a need. Visiting speakers without DBS will be accompanied and supervised by a member of the school staff during the course of the visit.

33. WHISTLEBLOWING

NSPCC Whistleblowing helpline: 0800 028 0285
Available 8am-8pm Mon-Fri help@nspcc.org.uk

We seek to promote a culture where all staff may raise concerns and are aware of their duty to raise concerns about the attitude or actions of colleagues or about poor or unsafe practices including in the school's safeguarding procedures.

All staff should confident to raise concerns with the DSL, be open and receptive to listening to children's concerns and to inform the relevant agencies directly if necessary.

If staff have safeguarding concerns, or an allegation is **made about another member of staff** (including volunteers) posing a risk of harm to children this should be referred to the **Headmaster who informs the LADO and DSL.**

Where **concerns are about the headmaster**, this should be referred to the **Chair of Governors who will inform the LADO.**

Further details of the process and procedures to be followed in such events are given in Part 4 of KCSIE.

Protection for whistle-blowers
If a member of staff reports a concern to their employer

- He or she will be protected from any criticism or adverse comments from colleagues
- However, the person reporting the concern should not speak to other members of staff or to anyone outside the school about it, including the child's parents. This is in order to avoid rumour and gossip.
- Any instance of a member of staff criticising or intimidating a colleague for whistle-blowing will be treated as misconduct and dealt with accordingly.

If a member of staff brings a concern to the DSL about a child protection issue and does not think it has been treated sufficiently seriously

- The concern should then be further raised with the Deputy Safeguarding Leads who should discuss any concerns with the LADO.

- If a member of staff has good reason to believe that the Headmaster is guilty of abusing a child then this must be reported to the DSL and Safeguarding Governor who will inform the LADO
- Where a member of staff feels unable to raise an issue with their employer or feels their genuine concerns are not being addressed, contact **NSPCC 0808 800 5000**
- Further guidance is available fromwww.gov.uk/whistleblowing/what-is-a-whistleblower

34. CURRICULUM LINKS AND PREVENTION

This may include:

Personal, Social, Health and Citizenship Education
Social, Moral, Spiritual and Cultural Education
Behaviour Management Policy
Peer mentoring
Anti-Bullying Strategies
Individual Education Plans
Behaviour Intervention Plans
School Council (consultation/children's rights)
Complaints Procedures
Health and Safety
Risk Assessments
Extra-curricular Activities

Holmewood House plays a significant part in the prevention of harm to its pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of kindness and compassion for all. The pastoral care system is built around form teachers, associate form teachers, heads of Prep-Prep, Lower School and Upper School and a head of Girls Pastoral Care. The House system, together with assemblies and the PSHCE curriculum facilitate a strong school community where:

- There is a common ethos which enables children to feel secure and who are encouraged to talk know that they will be listened to.
- All children know there adults in the School whom they can approach if they are worried or in difficulty. Posters are around the school to reminder pupils of this.
- Curriculum opportunities are included which equip children with the skills they need to stay safe from harm, including online, both whilst at School and in the future.

35. SERIOUS CRIME ACT 2015

The Serious Crime Act 2015 builds on current criminal and civil law to ensure that the National Crime Agency, the police and other law enforcement agencies can continue effectively and relentlessly to pursue, disrupt and bring to justice serious and organised criminals.

Part 5 of this new act protects children from serious crimes and organised criminals. Some are new provisions and some are revisions of existing provisions. It makes a number of distinct changes to the criminal law to enhance the protection of children from cruelty, protecting girls from female genital mutilation and strengthening the protection afforded to victims of domestic abuse.

36. 'PREVENT DUTY' COUNTER-TERRORISM AND SECURITY ACT 2015

Protecting children from the risk of radicalisation is part of our wider safeguarding duties. From 1 July 2015 all schools are subject to a duty under Section 26 of the Counter-Terrorism and Security Act 2015, to have "due regard to the need to prevent people from being drawn into terrorism". This is known as the "Prevent Duty".

In order to fulfil the Prevent Duty, it is essential that staff are able to identify children who may be vulnerable to radicalisation and know what to do when they are identified. This would include assessing the most appropriate referral which could include Channel or Children's Social Care.

Educate Against Hate provides web-based material to support school staff in promoting British Values and identifying and addressing extremism.

We are committed to:

- Working in partnership with the Local Safeguarding Children Board, police, and local Prevent co-ordinators.
- **DfE dedicated line: 020 7340 7264**
- http://www.ltai.info/about/ new website dedicated to preventing terrorist acts
- Sharing information so that people at risk receive appropriate support
- Assessing the risk to our pupils of being drawn into terrorism or becoming radicalised e.g. through self-assessment toolkit developed by the South East Counter Terrorism Unit (SECTU)
- Placing emphasis on British Values through the curriculum and SMSC qualities which build resilience to radicalisation
- Ensuring suitable filtering is in place on all internet access
- Raising awareness through PSHCE lessons, assemblies, form times and class discussions; this includes the need to be mindful of the purpose of external organisations or individuals using the school/setting site.

All staff undertake the on-line 'Channel' training as follows:
http://course.ncalt.com/Channel_General_Awareness/01/index.html

37. LEADERSHIP AND MANAGEMENT RESPONSIBILITIES

Headmaster

The headmaster **Mr Scott Carnochan is the Designated Person** responsible for safeguarding and pupil welfare at Holmewood House School. The Designated Person, liaising with the Designated Safeguarding Lead will:

i) Ensure that all pupils are safe: that the school buildings and site are appropriately secure, with a clear record kept of any risk assessments carried out.

ii) Ensure that the school has a Designated Safeguarding Lead (DSL) and Deputy Designated Safeguarding Lead (Deputy DSL) and that all staff working within the school have received appropriate training and support.

iii) Have an overview of the Safeguarding policy and all related policies in particular to ensure a consistent approach

iv) Audit safeguarding measures annually alongside the DSL and SMT

v) Ensure all staff receive and sign to say they have read and understood this policy.

vi) Ensure that parents receive information from the school about the responsibility placed on the school and staff for Safeguarding.

The Board of Governors

The Chairman of the Board of Governors is **Mr Jeremy Thomson**.
The Governor responsible for Safeguarding is **Amanda Barnes**.

The Governing Body is responsible for ensuring the annual review of this policy. A report from the Safeguarding Governor to the full Governing Body is made each term.

The Governing Body has a shared responsibility for:

i) Ensuring policies and procedures are in place for appropriate and timely responses to safeguard and promote children's welfare which take into account procedures and practices set up by the LSCB.

ii) Safer recruitment procedures, including checks for all new staff and volunteers to make sure they are safe to work with children and young people including notifying the DBS of any member of staff considered to be 'unsuitable' to work with children in accordance with statutory regulations.

iii) Procedures for dealing with allegations of abuse against members of staff.

iv) Ensuring that safeguarding and child protection training takes place at induction and subsequently followed by regular updates for all staff, in line with the LSCB.

v) Recognising the importance of information sharing between professionals and local agencies

vi) Monitoring and reviewing procedures of all safeguarding practice so that weaknesses in regard to child protection arrangements are remedied without delay

vii) Applying the school's arrangements for safeguarding to all after school or holiday club services or activities directly under the supervision or management of school staff.

The Designated Safeguarding Lead

i. Lead and monitor the school response to safeguarding and child protection.

ii. Work effectively with the deputy DSL while maintaining overall responsibility (the DSL must not delegate authority).

iii. Ensure either the DSL or deputy DSL is available during term time for staff to discuss any safeguarding concerns.

iv. In addition to formal training, ensure their knowledge and skills are updated at regular intervals, but at least annually to keep up to date with developments in their role.

v. Ensure that the school operates within the legislative framework and recommended guidance from the LSCB and LEAs.

vi. Ensure that the school effectively monitors children about whom there are concerns.

vii. Support the staff member in liaising with other agencies if early help is appropriate.

viii. Keep written records and monitor concerns about a child even if there is no need to make an immediate referral.

ix. Ensure that all such records are stored confidentially and securely and are separate from pupil records.

x. Ensure that the Headmaster is kept fully informed of any concerns and, in the case of an allegation made against a member of staff, informed the same day.

xi. Monitor attendance and absences for all pupils; inform Children's Social Care if a child is absent without explanation for two days if currently subject to a Child Protection Plan.

xii. Submit reports to and attend child protection conferences.

xiii. Ensure that all staff and volunteers are aware of the LSCB Child Protection Procedures.

xiv. Ensure that appropriate training and support is provided regularly and at least annually to all staff.

xv. Develop effective working relationships with relevant agencies and services.

xvi. Liaise with social care teams over suspected cases of child abuse and facilitate inter-agency working.

xvii. Provide guidance to parents, children and staff about obtaining suitable support.

xviii. Make a commitment to develop productive, supportive relationships with parents.

xix. Inform the social worker responsible if a pupil who is/or has been the subject of a child protection plan changes school, and transfer the appropriate records to the DSL at the receiving school, in a secure and timely manner, and separate from the child's academic file.

38. SAFER RECRUITMENT PROCEDURES

a) School procedures for appointing staff are in line with the DfE *Child Protection: Essential Guidance for Education Staff; and the Statutory Guidance: Keeping Children Safe in Education (KCSIE), Part 3 - Safer Recruitment.*

b) For those in management roles including the headmaster, any teaching positions on the SMT and any Heads of Department and governors, an additional check is undertaken to ensure they are not prohibited under section 128 provisions. This can be undertaken via the Secure Access Portal, https://sa.education.gov.uk/idp/Authn/UserPassword

c) Child protection issues will be foremost in our mind throughout the process of appointing both teaching and support staff. The appointment process is designed to deter potential offenders from applying. All applicants are required to complete application forms which are designed to prompt interviewers to spot frequent changes of job and movement around the country. They state the primacy of safeguarding concerns at the School and require a declaration of past convictions or disqualification from working with children. References are taken up and interviews include questions regarding child protection issues. A pre-appointment checklist is used to confirm all necessary checks have been undertaken.

d) All applicants who are offered employment in posts involving regulated activity with access to children (whether teaching or support) are subject to enhanced (with barred list information) DBS checks initiated, where possible, before the appointment is confirmed and they start work, or as soon as thereafter. For details of regulated activity see page 31 of KCSIE.

e) Where an individual starts working with children before the DBS certificate is available, they will be appropriately supervised until all other checks, including, where appropriate, a separate barred list check, have been completed. Other adults who may come into direct contact with pupils as part of their business with the school are also checked. This includes Governors and regular volunteers.

f) In addition to obtaining any DBS certificate, any member of staff who is appointed to carry out teaching work will require an additional check to ensure they are not prohibited from teaching nor holds an interim prohibition order.

g) Any member of staff found not suitable to work with children will be notified to the appropriate bodies, in line with DBS guidance. Consideration will be given to making a referral to the TRA Teacher Regulation Agency https://teacherservices.education.gov.uk/ where a teacher has been dismissed for misconduct or would have been dismissed if he or she had not resigned first.

h) A change in the law means that Disqualification by Association will only apply on domestic premises. This means that Schools must no longer ask about the cautions or convictions of someone living or working in their household. (It should be noted that other statutory guidance may be relevant where the third party lives on the school premises, such as in boarding schools.) However, Disqualification under the Childcare Act 2006, still applies to staff themselves.

i) Job application panels and interview panels must consist of one member of staff holding the Safer Recruitment qualification. References are sought according to the Local Safeguarding Board guidance. When pupils are off site on trips, assurance is obtained by Holmewood House that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the School's pupils on another site (for example, in a separate institution such as museum staff, residential coaches).

j) The school undertakes to report promptly to the Disclosure and Barring Service (DBS), within one month of leaving the school any person (whether employed, contracted, a volunteer or student) who has harmed, or poses a risk of harm to a child and who has been removed from working (paid or unpaid) with children or who would have been removed had he or she not left earlier.

k) All required information on staff will be kept on the required single central register of staff appointments including prohibition and disclosure information.

l) The school must be aware that it is an offence to allow a person to carry out any form of regulated activity if the school has reason to believe that the individual is barred from this form of activity.

The DBS can be reached by email at customerservices@dbs.gsi.gov.uk

35. WHAT CAN CONSTITUTE CHILD ABUSE AND NEGLECT

***'All** school staff should be aware that abuse, neglect and safeguarding issues are rarely standalone events... In most cases multiple issues will overlap with one another… Somebody may abuse or neglect a child can by **inflicting harm**, or by **failing to act to prevent harm**.*

Children may be abused in a family or in an institutional 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 another child or children.' KCSIE 2018

*For further information and expert sources of advice on the signs of abuse and neglect refer to www.**nspcc**.org.uk or contact the NSPCC helpline 0808 800 5000*

KCSIE 2018 Annexe A provides detailed further information about specific forms of abuse. All school leaders and staff working directly with children should read this annexe.

The sections below give some of the forms of abuse and neglect but this is not an exhaustive list.

1) 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. This also includes Female Genital Mutilation (FGM).

2) Emotional abuse

The persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), 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.

3) Sexual abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual

activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse can take place wholly online, or technology may 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.

4) Neglect

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

5) Peer on Peer abuse

All staff should be clear about the school's child protection procedures with regards to peer on peer abuse

All staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This may include,

- Bullying (including cyberbullying)
- Physical abuse e.g. hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- Sexual violence and sexual harassment
- Sexting
- Initiation/hazing type violence and rituals

Further detailed information regarding sexual violence and sexual harassment between children in schools may be found in KCSIE 2018 Annexe A p. 84.

6) Child grooming and abuse of trust

This refers to actions deliberately undertaken with the aim of befriending and establishing an emotional connection with a child, in order to lower the child's inhibitions in preparation for child sexual abuse. Child grooming is also used to lure children into sexual exploitation such as child prostitution or the production of child pornography.

7) So-called 'honour based' violence

HBV encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including FGM, forced marriage and practices such as breast ironing. All forms of HBV are abuse and should be handled and escalated as such.

8) Female Genital Mutilation

i) If you suspect FGM has been carried out, you have a duty to report it to the police. Section 74 of the Serious Crime Act 2015 places a statutory duty on teachers to report to the police where they discover that FGM appears to have been carried out on a girl under 18; not reporting would be an offence.

ii) Referrals can be made using the usual inter-agency referral form via the Central Referral Unit.
https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information

iii) FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is often carried out on girls aged between 5-8 years. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

iv) Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

v) Where a teacher discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty upon that individual to report it to the police.

vi) There are a range of indicators and risk factors, full details can be found via the links below. In general, there are risk factors related to culture, country of origin, previous practice in the family (mother, sisters etc.). There are then risk factors it may be about to happen, for example, a request for extended school holidays to stay with or visit relatives in a high risk area (e.g. East Africa, Somalia, Eritrea, Sudan but also Egypt and parts of West Africa and the Middle East.)

vii) Girls as young as 5 years old from families originating in risk areas may talk about a special ceremony or party involving girls of a similar age. Refusal to allow the child to attend PSHCE or SRE education lessons might also be relevant.

viii) Indicators that FGM has recently taken place can be physical discomfort, urinary problems etc. Indicators that this has happened in the past include recurrent infection or psychological issues. Older girls may not realise that the problems relate to the FGM that they experienced when they were young.

9) Forced marriage

Forcing a person into marriage is a crime in England and Wales. Coercion, physical threat or a lack of full consent is likely to be involved. Schools can play an important role in safeguarding children from forced marriage.

10) Child Sexual Exploitation (CSE)

CSE involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. What marks out exploitation is an imbalance of power in the relationship.

CSE involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyber bullying and grooming.

If you identify any CSE concerns e.g. through CSE Toolkit or SAFEGUARD Poster or if you have some soft intelligence referring to individuals, groups or location that may be linked to CSE you can contact us:

- **By email Cse.team.kent.and.medway@kent.pnn.police.uk**
- **By phone Dial 101 ask for CSE Team or Operation Willow or Tel. 01622 6526**

11) Children and the court system

Children are sometimes required to give evidence in criminal courts for crimes they may have witnessed. This can be a stressful and confusing time for any child. Tool kits have been developed to support children through this process. See Annexe A page 77.

Making arrangements via the family courts and be stressful for the families involved and can entrench conflict in families. Further information to support parents and others through conflict resolution can be found via the Ministry of Justice online child arrangements tool.

12) Children missing from education

All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. Early intervention is necessary to to identify any underlying safeguarding risk. Staff should be aware of the school's unauthorised absence and children missing education procedures.

13) Children with family members in prison

These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with children to help mitigate negative consequences for them.

14) Child Criminal exploitation: county lines

Criminal exploitation of children typically features drug networks or gangs grooming and exploiting children and young people to carry drugs or money from urban areas to suburban and rural areas, market and seaside towns. This is known as county lines exploitation. It is typified by some form of power imbalance, involving force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence. Referral to the national crime agency human-trafficking should be considered for advice and support.

15) Domestic Abuse

Exposure to domestic abuse and/or violence can have serious, long-lasting emotional and psychological impact on children. Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

https://www.nspcc.org.uk/.../domestic-abuse/signs-symptoms-effects

www.safelives.org.uk/.../spotlight-3-young-people-and-domestic-abuse

16) Homelessness

Being homeless or at risk of becoming homeless presents a real risk to a child's welfare. The DSL and deputies should be aware of the contact details and referral routes to the Local Housing Authority so that they can raise concerns at the earliest opportunity.

39. ALLEGATIONS INVOLVING SCHOOL STAFF, VOLUNTEERS OR THE HEADMASTER

a) **All** staff should take care not to place themselves in a vulnerable position with a child.

b) **All** staff should be aware of the school's behaviour/ discipline policy.

c) If a pupil or parent makes a complaint of abuse against a member of staff, the person receiving the complaint must take it seriously and **immediately** inform the Headmaster. He or she should also make a record of the concerns including details of anyone else who witnessed the incident or allegation.

d) The Headmaster will not investigate the allegation itself, or take written or detailed statements but will refer the matter to the LADO and DSL in accordance with the Safeguarding procedures and will consult with relevant agencies.

e) The School must not undertake its own investigations of allegations without prior consultation with the Local Authority Designated Officer (LADO), or in the most serious cases, the police, so as not to jeopardise statutory investigations. In borderline cases discussions with the LADO can be held informally and without naming the School or individual.

f) Discussions should be recorded in writing, and communication with both the individual and the parents of the child/children agreed.

g) The Headmaster must consider carefully whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place. Due weight should be given to the views of the LADO and the policy when making a decision about suspension.

h) There are restrictions on the reporting or publishing of allegations against teachers and the school must make every effort to maintain confidentially and guard against unwanted publicity. These restrictions apply up to the point where the accused person is charged with an offence, or the DfE publishes information about an investigation or decision in a disciplinary case.

i) If a suspension is made, the reasons thereof must be recorded and the individual concerned must be notified in accordance with the relevant procedures

j) Any allegations which subsequently prove to be malicious will be removed from personnel files and any unfounded or unsubstantiated allegations will not be referred to in references

k) Any pupil found guilty of making a malicious allegation against a member of staff will face School sanctions as per the Behaviour and Sanctions Policy

l) If the complaint made to a member of staff concerns the Headmaster, the person receiving the complaint will immediately inform the DSL and Safeguarding Governor, who will follow the procedures above without first notifying the Headmaster.

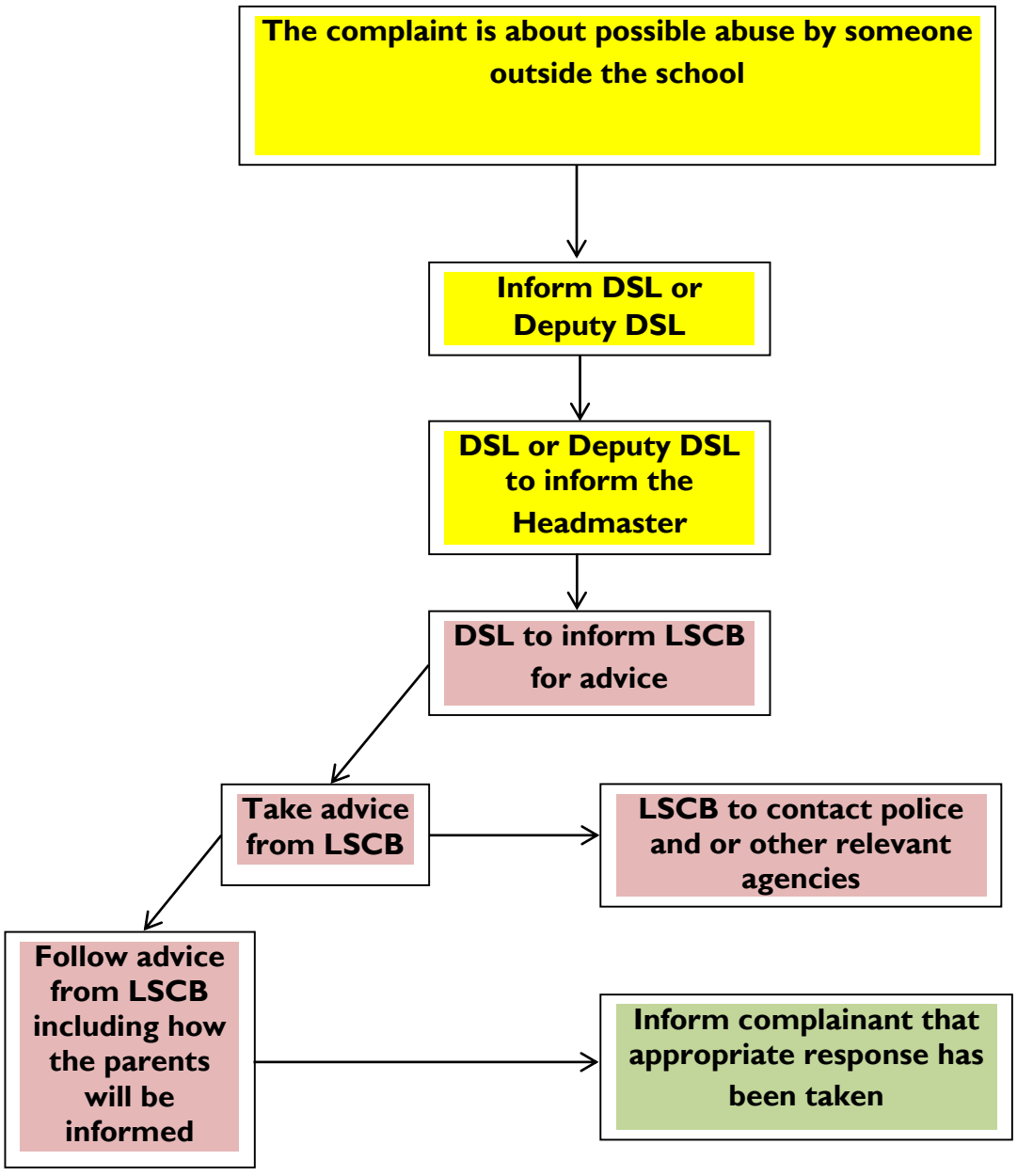
m) The School will promptly report to the DBS any person (whether employed, contracted, a volunteer or student) whose services are no longer used and the DBS referral criteria are met.

n) Ceasing to use a person's services includes: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering. It is important that reports include as much evidence about the circumstances of the case as possible. Failure to make a report constitutes an offence. 'Settlement Agreements' cannot apply in this connection, or where the individual refuses to cooperate with an investigation. The school will consider making a referral to the TRA where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate.

Refer to Part 4 of KCSIE 2018 for further detailed advice about the process to be followed in such cases.

Figure 1

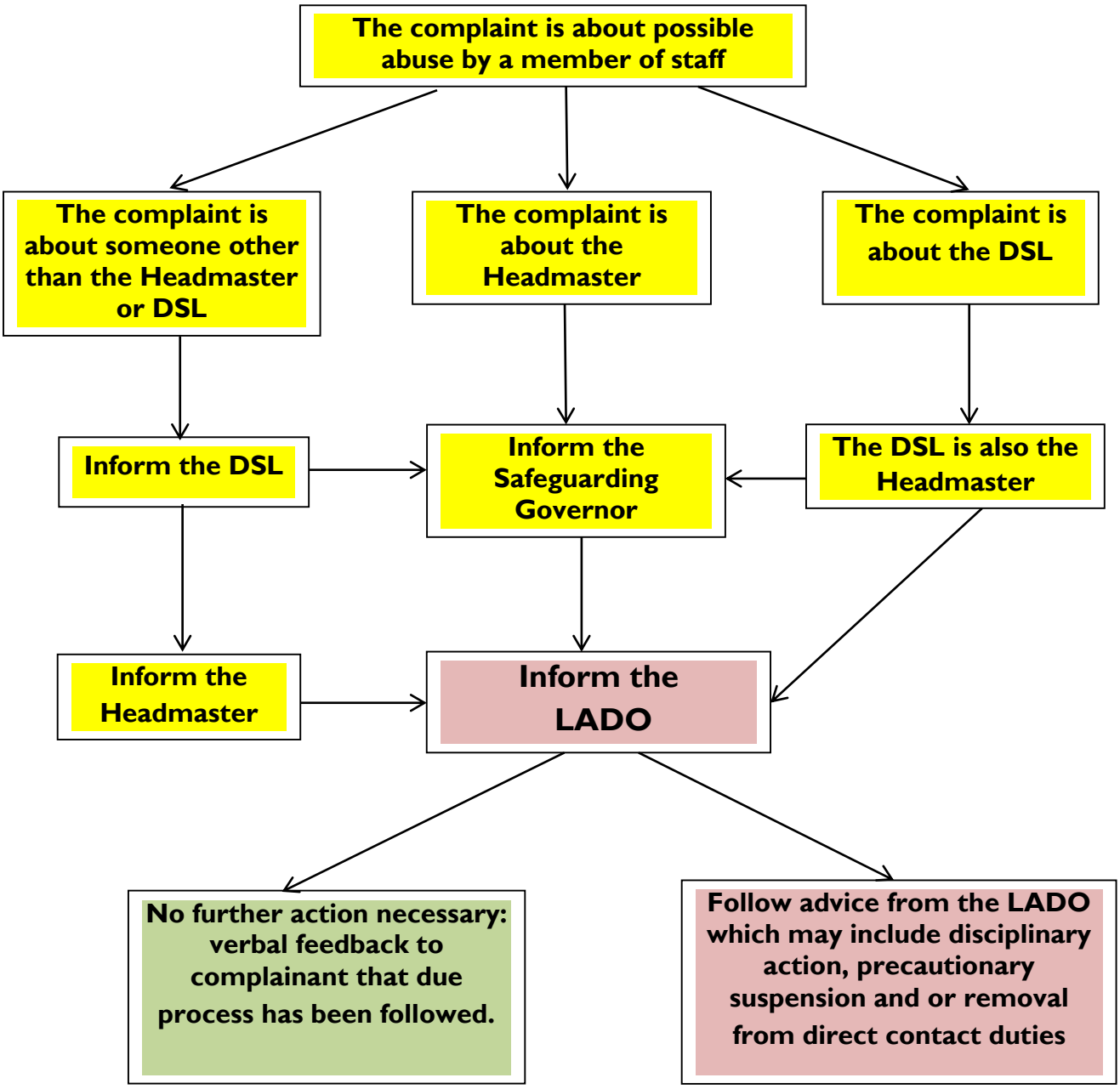
Procedure where the school has concerns about possible abuse by someone other than a member of the school staff, or where information about such possible abuse has been given to the school



A written record of the complaint must be recorded at all steps and kept securely and confidential

Figure 2

Procedure where a complaint has been made about possible abuse by a member of staff



A written record of the complaint must be recorded at all steps and kept securely and confidentially

Attachment 3:

HOLMEWOOD HOUSE SCHOOL

MISSING CHILD POLICY
UNCOLLECTED CHILD POLICY

These policies include children in the EYFS and Boarders

MISSING CHILD POLICY

If a child is believed to be missing (after the usual roll calls) the following procedure applies:-

1. Alert the School Office or Pre Prep Reception immediately.
2. School Office then checks absentee list & Medical Centre, Music Dept., Drama Dept., LAMDA lessons.
3. If child cannot be accounted for, School Office staff should initiate search by involving available teachers and the on-site team of maintenance/grounds staff and inform the Headmaster/Deputy Head/Houseparent/Duty Teacher or most senior member of staff available immediately.
   [Outside Office hours, staff should carry out steps 2 & 3 themselves.]

4. Head Master/Deputy Head/Head of Boarding/most senior member of staff available will then arrange a further search of the School buildings, grounds & surrounding area as is necessary.

5. If the child still cannot be located, the child's parent(s)/guardian(s) & the Police should be informed.

6. When the child is found they should be made to feel safe and reassured and should not be allowed to become alarmed or anxious.

7. Procedures should be reviewed following an incident to ensure current practice remains effective.

UNCOLLECTED CHILD POLICY

In the event that a child is not collected by an authorised adult at the end of a session/day:

- Children will not be released into the care of anyone unfamiliar or who has not been previously identified or confirmed by the parent.
- Children will not be allowed to leave the premises unsupervised.
- The school will ensure that children are cared for safely by an experienced and qualified practitioner to ensure that they receive a high standard of care and to cause as little distress as possible.
- The school will inform parents/carers of our procedures so that, if they are unavoidably delayed, they will be reassured that their children will be properly cared for.
- Reviewing these procedures following an incident will ensure current practice remains effective.

See reverse for procedure relating to an Uncollected Child.

PROCEDURES TO FOLLOW IF A PARENT FAILS TO COLLECT A CHILD IN THE PREP SCHOOL, PRE PREP INCLUDING THE EYFS (Nursery and Reception).

Parents of children at Holmewood House are asked to provide the following specific information, which is recorded on the 3SYS and PASS database:-

Who has parental responsibility *Daytime and mobile telephone number*
Home address and telephone number *Emergency contact name and number*

On occasions when parents or those who normally collect the child are not able to do so, they provide written details of the name of the person who will be collecting their child. A means of verifying the identity of the person who is to collect their child is agreed with the parents.

If a child has not been collected from school at the end of the day (and is not booked in to the boarding house), the Office Staff/Duty Staff member/Deputy Head/most senior member of staff will adopt the following procedure:

1. Try to contact both parents of the child concerned using information on the PASS database and explore why the child has not been collected. Messages should be left in the event of calls going to voicemail explaining who the school will contact next.

2. If the parents cannot be contacted, the emergency contact person will be contacted, who will be asked to collect the child.

3. If the child is in the Pre Prep or EYFS, they will be taken to Owls, and if necessary, Late Owls, after notifying the Head or Pre Prep School Secretary.

4. If the child is in Pre-Nursery, they will be brought back to Pre-Prep Reception to either the Head Teacher or Pre Prep School Secretary.

5. The staff member in charge should regularly try to contact the parents and emergency contact person in case they have not picked up their messages.

6. The child does not leave the premises with anyone other than those named in the contact details provided by parents, as above.

7. If, after calling all emergency contact numbers, there is still nobody available to collect the child, the Headmaster and or the DSL will make contact with Children's Social Services (see Child Protection Policy) who will advise on the most appropriate course of action.

8. The child concerned should be made to feel safe and reassured and should not be allowed to become alarmed or anxious.

9. Under no circumstances should staff go looking for the parent, nor do they take the child home with them.

10. A full written report of the incident must be recorded in the child's file using The Green Form (as found in the Safeguarding and Child Protection Policy).

11. Procedures should be reviewed following an incident to ensure current practice remains effective.

Attachment 4:
Appendix i

'THE GREEN FORM'

HOLMEWOOD HOUSE SCHOOL

SAFEGUARDING INCIDENT / CONCERN FORM

Pupil name	**Date of birth and Year Group/class**
Name and position of person completing form (please print)	
Date of incident / concern: (dd mm yy)	
Incident / concern (who what where when)*	
Any other relevant information (witnesses, immediate action taken)*	
Signature: (name of member of staff) **Role:**	**Date form completed (DD MM YY)**
Action taken including reasons for decisions) and outcomes* **NB this section is only to be completed by DSL**	
Signature of DSL	**Date form (DD MM YY)**
Signature of lead DSL (if appropriate)	**Date (DD MM YY)**

* continue on separate sheet if necessary

Appendix ii

HOLMEWOOD HOUSE SCHOOL

SAFEGUARDING RECORD OF ACTION / CONTACTS

PUPIL NAME:		
DATE (dd mm yy)	**DETAILS**	**SIGNATURE**

Appendix iii

HOLMEWOOD HOUSE SCHOOL

DSL DETAILED RECORD OF ACTION

PUPIL NAME:	
DATE (dd mm yy)	**DETAILS**
Signature	

Appendix iv

HOLMEWOOD HOUSE SCHOOL

SAFEGUARDING RECORD FRONT SHEET

Pupil name:	**Date of birth:**
Any other name by which child is known:	
Home address: **Telephone no:**	**Current address (if different)**
Family members i.e. parents / carers / siblings: **Name Relationship Address School details**	

Name	**Relationship**	**Address**	**School details**

Date file started:
Are records held in school relating to other connected children?
Contact details of other professionals:

Name	**Agency**	**Address**

Appendix v

HOLMEWOOD HOUSE SCHOOL

CHRONOLOGY

Pupil Name:	**Date of birth**	
DATE (dd mm yy)	**INCIDENT / EVENT**	**Signature**

Appendix vi

RECORD OF DSL MEETINGS

HOLMEWOOD HOUSE SCHOOL

Official record of DSL meetings (To be kept be Lead DSL)

DATE OF MEETING:			
PRESENT: (DSL name and role)			
CHILD	**CONCERN/UPDATE**	**ACTION TO BE TAKEN**	**WHO WILL TAKE ACTION AND DATE TO BE COMPLETED**
OTHER ISSUES DISCUSSED:			
DATE OF NEXT MEETING: (DD MM YY)			

Attachment 5:

HOLMEWOOD HOUSE SCHOOL

Safeguarding Information for Volunteers/Visitors/Contractors/External Service Providers

The Governing Body, senior managers and staff of Holmewood House School take seriously our responsibility under Sections 175 and 157 of the Education Act 2002 to safeguard and promote the welfare of all children; and to work together with other agencies to ensure adequate arrangements are in place within our school to identify, assess, and support those children who are suffering harm, in need or at risk. **This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance** and locally agreed inter-agency procedure.

The Designated Person for Child Protection (Designated Safeguarding Lead) who has overall responsibility for child protection practice in the school is the Deputy Head, Mr J D Wyld. Mr Wyld will be contactable at all times. He can be reached on extension 210, in his office in the Cloisters Building or via Reception. jwyld@holmewoodhouse.co.uk .

Mr K O'Riordan is Deputy DSL and Head of Boarding. Mr O'Riordan, Deputy DSL will be available in the Mansion House or his classroom in Chemistry or via Reception. koriordan@holmewoodhouse.co.uk

Ms Antoinette Scandling is the EYFS Designated Person and the Deputy DSL responsible for Pre Prep. Matters regarding the Pre-Prep can be addressed to Ms Antoinette Scandling, on extension 240 or via Reception in either the Pre-Prep or the front office. ascandling@holmewoodhouse.co.uk

As part of the ethos of the school we are committed to:
i) Maintaining children's welfare as our paramount concern
ii) Providing an environment in which children and young people feel safe, secure, valued and respected; confident to talk openly and sure of being listened to.
iii) Fostering an atmosphere where all staff feel able to raise concerns and feel supported in their safeguarding role; any member of staff may make a referral to external agencies.
vii) Ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of the school's procedures and lines of communication
With the above in mind, if any Volunteer/Visitor/Contractor/External Service Provider has any concerns, these MUST be reported immediately.

THIS INFORMATION IS FOR VISITORS TO THE SCHOOL WHO ARE NOT EMPLOYED BY THE SCHOOL. BY SIGNING IN TO THE SCHOOL YOU ARE ACKNOWLEDGING THAT YOU HAVE READ THIS INFORMATION. IDENTIFICATION BADGES MUST BE WORN AT ALL TIMES.
Jeremy Wyld September 2018

Education Safeguarding Team Contacts

Head Office Sessions House Room 2.04, Sessions House, County Hall, Maidstone ME14 1XQ

Claire Ray Principal Officer	03000 415788	07920 108828	claire.ray@theeducationpeople.org
Peter Lewer Training & Development Officer	03000 418707	07740 183807	peter.lewer@theeducationpeople.org
Linda Funnell Education Safeguarding Support Officer	03000 411995		linda.funnell@theeducationpeople.org
Rebecca Avery Education Safeguarding Adviser – Online Protection **Ashley Assiter** e-Safety Development Officer (Maternity leave till January 2019) **Kay Ashman** Admin Support	03000 415797 03000422148	07789 968705 07545743310	rebecca.avery@theeducationpeople.org ashley.assiter@theeducationpeople.org or for general enquiries: esafetyofficer@theeducationpeople.org
WEST KENT (Tonbridge & Malling, Tunbridge Wells, Maidstone) Worrall House, 30 Kings Hill Avenue, West Malling, ME19 4AE			
Gemma Willson Area Safeguarding Adviser (Education) **Joanne Barnett** Area Safeguarding Assistant **Rachel Unsworth** Admin Support (part-time)	03000 412284 03000 412284	07540 677200 07540 677200	gemma.willson@theeducationpeople.org joanne.barnett@theeducationpeople.org
Central Duty / Front Door: 03000 41 11 11			
Urgent child protection issue outside of office hours call: 03000 41 91 91			
Early Help & Preventative Services: earlyhelp@kent.gov.uk or phone 03000 419222			
Local Authority Designated Officer (LADO) Contacts - 2018 If a call is urgent (i.e. a child is in immediate danger) and the call cannot go through to the officer on Duty, the call should go through to the Central Referral Unit on: 03000 411111			
LADO Team: 03000 410888 Now it's just one number for the whole LADO Team covering Kent Local Authority Email: kentchildrenslado@kent.gov.uk Kroner House, Eurogate Business Park, Ashford, Kent, TN24 8XU			
NSPCC **0808 800 5000**			