

## HALL GROVE SCHOOL

SEPTEMBER 2021

### WHOLE SCHOOL SAFEGUARDING AND CHILD PROTECTION POLICY

(includes Early Years Foundation Stage (EYFS) and Boarding)

#### INTRODUCTION

Hall Grove is committed to safeguarding and promoting the welfare of children and young people (both on and offsite activities) and expects all members of its community to share this commitment. Within the context of 'Working Together to Safeguard Children' and 'Keeping Children Safe in Education', we take account of the need for children being healthy and staying safe and taking action to enable all children to have the best outcomes. The prime concern at all times must be the interests and safety of the pupils.

All staff (including ancillary, supply staff and volunteers) are aware of our Policy and we hold regular training to remind staff of the procedures to follow. It is available to all parents through the website. Staff should also refer to the Staff Handbook where details for a Staff Code of Conduct can be found. The policy will be reviewed regularly and will be updated and amended as necessary, and annually.

We follow the procedures and protocols adopted by the Surrey Safeguarding Children Partnership (SSCP). Sometimes, when there are concerns about a young person's welfare, we may need to share information and work in partnership with outside agencies. We will ensure that any concerns about our pupils are discussed with their parents/carers first unless we have reason to believe that such a move would be contrary to the young person's welfare.

At Hall Grove we will assure the safety of our children by never walking by. We will be vigilant, active and will ensure our actions are guided by our Safeguarding Team.

*In light of COVID-19, any non-statutory interim supplements to KCSIE will be noted and guidance will be followed as the situation develops and changes.*

#### KEY EXTERNAL CONTACT DETAILS

<b>Local Authority Designated Officer (LADO) for Surrey Children's Services</b>	Contact for on call officer TEL: 0300 123 1650 (option 3) EMAIL: <a href="mailto:lado@surreycc.gov.uk">lado@surreycc.gov.uk</a> Or <a href="mailto:lado@surreycc.gcsx.gov.uk">lado@surreycc.gcsx.gov.uk</a> – for secure emails
<b>Surrey Children's Services</b>	TEL: 0300 123 1630  (Local Area contact for North West Surrey – Surrey Heath)

<p><b>Children’s Single Point of Access (C-SPA)</b> (for all new referrals)</p>	<p>TEL: 0300 470 9100 EMAIL: <a href="mailto:cspa@surreycc.gov.uk">cspa@surreycc.gov.uk</a></p>
	<p>OUT OF HOURS EMERGENCY DUTY TEAM: TEL: 01483 517898</p>
<p><b>Support and Advice about Extremism</b></p>	<p><b>Police</b> EMERGENCY: 999 NON EMERGENCY NUMBER: 101 Anti-terrorist Hotline 0800 789 321 <b>Department for Education</b> NON EMERGENCY NUMBER: 020 7340 7264 EMAIL: <a href="mailto:counter.extremism@education.gov.uk">counter.extremism@education.gov.uk</a></p>
<p><b>NSPCC whistleblowing advice line</b></p>	<p>ADDRESS: Weston House, 42 Curtain Road London EC2A 3NH TEL: 0800 028 0285 EMAIL: <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a></p>
<p><b>Disclosure and Barring Service</b></p>	<p>ADDRESS: PO Box 181, Darlington, DL1 9FA TEL: 01325 953795 EMAIL: <a href="mailto:dbsdispatch@dbs.gsi.gov.uk">dbsdispatch@dbs.gsi.gov.uk</a></p>
<p><b>Teaching Regulation Agency</b></p>	<p>ADDRESS: Ground Floor South, Cheylesmore House, 5 Quinton Road, Coventry, CV1 2WT EMAIL: <a href="mailto:misconduct.teacher@education.gov.uk">misconduct.teacher@education.gov.uk</a></p>

<b>OFSTED Safeguarding Children</b>	<p>TEL: 0300 123 4666 (Monday to Friday from 8am to 6pm)</p> <p>EMAIL: <a href="mailto:Whistleblowing@ofsted.gov.uk">Whistleblowing@ofsted.gov.uk</a></p>
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**KEY SCHOOL CONTACT DETAILS**

<b>Headmaster</b>	<p><b>Mr Neil Tomlin</b></p> <p>TEL: 01276 470001</p> <p>EMAIL: <a href="mailto:n.tomlin@hallgrove.co.uk">n.tomlin@hallgrove.co.uk</a></p>
<b>Deputy Headmaster and Designated Safeguarding Lead (DSL, including EYFS)</b>	<p>Mr Tim Lewis</p> <p>TEL: 01276 470007</p> <p>EMAIL: <a href="mailto:t.lewis@hallgrove.co.uk">t.lewis@hallgrove.co.uk</a></p>
<b>Deputy Designated Safeguarding Lead (including EYFS)</b>	<p><b>To contact DSL and all DDSLs:</b></p> <p><a href="mailto:DSLTeam@hallgrove.co.uk">DSLTeam@hallgrove.co.uk</a></p> <p><b>Mrs Miranda Jackson – School Nurse</b></p> <p>TEL: 01276 470005</p> <p>EMAIL: <a href="mailto:m.jackson@hallgrove.co.uk">m.jackson@hallgrove.co.uk</a></p> <p><b>Mrs Gilly Harris – Head of Pastoral Care</b></p> <p>TEL: 01276 470011</p> <p>EMAIL: <a href="mailto:g.harris@hallgrove.co.uk">g.harris@hallgrove.co.uk</a></p> <p><b>Mrs Leigh Randall – Head of Girls</b></p> <p>EMAIL: <a href="mailto:l.randall@hallgrove.co.uk">l.randall@hallgrove.co.uk</a></p>
<b>Designated staff for Looked After Children</b>	<p><b>Mrs Miranda Jackson</b></p>

Independent listener	<b>Dr Robert Furness</b> TEL: 01344 625926
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## POLICY STATEMENT

This policy applies to Hall Grove (“the School”), including its EYFS setting. This policy is reviewed and updated by the Headmaster and Proprietor at least annually or when legislation updates are published. The policy is available on the School website.

This policy has regard to the following guidance and advice:

- Keeping Children Safe In Education (September 2021) (*‘KCSIE’*)
  - Disqualification under the Childcare Act 2006
  - What to do if you're worried a child is being abused: advice for practitioners (March 2015)
- Working Together to Safeguard Children (July 2018)
  - Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers (July 2018)
- Revised Prevent Duty Guidance for England and Wales (April 2021)
  - The Prevent Duty: Departmental advice for schools and childminders (June 2015)
  - The use of social media for on-line radicalisation (July 2015)

This policy also takes into account the procedures and practice of Surrey County Council as part of the inter-agency safeguarding procedures set up by the Surrey Safeguarding Children Partnership.

## CONCERNS ABOUT A CHILD

The School has a duty to consider at all times the best interests of the pupil and take action to enable all pupils to achieve the best outcomes. Safeguarding and promoting the welfare of children is **everyone’s** responsibility.

The School has arrangements for listening to children and providing early help. Miranda Jackson (School Nurse and DDSL) is contactable at home should a child wish to speak to them.

Dr Robert Furness acts as the school’s independent listener (01344 625926)

## Definitions of Safeguarding and Types and Signs of Abuse

Safeguarding and promoting the welfare of children is defined as protecting children from maltreatment; preventing impairment of children’s mental and physical health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and taking action to enable all children to have the best outcomes.

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children. Abuse can be:

- physical abuse
- emotional abuse
- sexual abuse; and/or

- neglect

Staff are referred to Appendix 1 of this policy for further detail of the types of abuse and possible signs of abuse.

### **PROCEDURES FOR DEALING WITH CONCERNS ABOUT A CHILD**

If staff suspect or hear an allegation or complaint of abuse or neglect from a child or any third party, they must follow the relevant procedure below. All staff should:

- listen carefully
- avoid asking leading questions
- reassure the individual that the allegation/complaint will be taken seriously and will be supported
- not guarantee absolute confidentiality (as this may ultimately not be in the best interests of the child) and explain that the information needs to be passed to the appropriate person who will ensure that the correct action is taken.

All concerns, discussions and decisions (together with reasons) made under these procedures should be recorded in writing. The record should include the date, time and place of the conversation and detail of what was said and done by whom and in whose presence and signed by the person making it. Where the allegation relates to harmful sexual behaviours, if possible the disclosure should be managed with two members of staff present (preferably one of them being the Designated Safeguarding Lead ('DSL') or their deputy).

Where there is a safeguarding concern, the School will ensure the pupil's wishes and feelings are taken into account when determining what action to take and what services to provide. The School manages this by gaining an understanding of each individual pupil's wishes and feelings through discussion. Careful consideration will be taken to decide on the person selected to lead these discussions dependent upon the age of the pupil, their emotional stability and the nature of the situation. The School operates its processes with the best interests of the pupil at their heart.

#### **'Operation Encompass'**

Operation Encompass is a partnership between police and schools. It ensures that all incidents of domestic abuse are shared with school, not just those where an offence can be identified. The Key Adult (Tim Lewis - DSL) will be notified prior to the start of the next school day that the police have attended an incident of domestic abuse. This timely information sharing enables appropriate support to be provided for that child so that all interactions, from when the child first arrives at school, are of a positive nature.

#### **Early Help**

All staff are expected to identify when a child may benefit from early help. Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

In the first instance, staff who consider that a pupil may benefit from early help should discuss this with the School's DSL. The DSL will consider the appropriate action to take in accordance with the Surrey Safeguarding Children Partnership referral threshold document. The DSL will support staff in liaising with external agencies and professionals in an inter-agency assessment, as appropriate. If early help is appropriate, the matter will be kept under review and consideration given to a referral to children's services if the pupil's situation does not appear to be improving.

#### **What staff should do if they have concerns about a child**

If staff (including visiting staff and volunteers) have any concerns about a child (as opposed to a child being in immediate danger), they should, where possible, speak with the School's DSL to agree a course of action although staff can make a direct referral to children's services care. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. If a child's situation does not appear to be improving, the DSL (or the person that made the referral) should press children's services for reconsideration. Staff should challenge any inaction and follow this up with the DSL and children's services as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

#### **What staff should do if a child is in danger or at risk of harm**

If staff (including visiting staff and volunteers) believe that a child is in immediate danger or at risk of harm, they should make an immediate referral to children's services and/or the Police if a crime has been committed. **Anyone** can make a referral. Any such referral must be made immediately and in any event within 24 hours (one working day) of staff being aware of the risk. Parental consent is not needed for referrals to statutory agencies such as the police and children's services. If anyone other than the DSL makes a referral, they should inform the DSL as soon as possible that a referral has been made. Staff should challenge any inaction and follow this up with the DSL and children's services as appropriate. All concerns, discussions and decisions made and the reasons for those decisions should be recorded in writing.

The School's Local Safeguarding Children Board is Surrey Safeguarding Children Partnership (SSCP). A full copy of their local procedures can be found at <http://surreyscb.procedures.org.uk/>

One-to-one teaching (eg music and drama lessons) takes place in room with clear vision panels on the doors or in more public locations around the school site. Timetables are posted and staff are able to access them with ease.

#### **What to do if a child has shared/received nude or semi-nude imagery**

If a child should disclose that they have shared or received inappropriate imagery, this should never be viewed, copied, printed, shared, stored or saved. The child should not be asked to download it. If a staff member has already viewed the imagery by accident, this should be reported to the DSL/DDSL. The imagery should not be deleted.

The child/children or young person(s) who are involved in the incident should not be asked to disclose information regarding the imagery. This is the responsibility of the DSL/DDSL.

Staff should not share information about the incident with other members of staff, the child/children it involves or their, or other, parents and/or carers.

Local safeguarding procedures will be followed, seeking advice where necessary.

The child/children involved should not be blamed or shamed, but it must be explained that the member of staff needs to report the incident, whilst the child/children will receive support and help from the DSL/DDSL.

#### **What staff should do if a child is seen as at risk of radicalisation**

Staff should follow the School's normal referral processes when there are concerns about children who may be at risk of being drawn into terrorism, as set out above. However, if staff have concerns that there is an immediate/significant risk of a child being drawn into terrorism they must call 999 or submit a referral form to C-SPA or call them directly on 0300 123 1650.

The School, in recognition that pupils may be at risk of being drawn into terrorism or other forms of extremism, carries out appropriate risk assessments (following consultation with local partners, such as the Police) of the potential risk in the local area. Such risk assessments are discussed with the DSL and DDSLs to ensure the School's safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and are regularly revised.

#### **What staff should do if they discover an act of Female Genital Mutilation ('FGM')**

Staff must report to the Police cases where they discover that an act of FGM appears to have been carried out. Unless the member of staff has a good reason not to, they should still consider and discuss any such case with DSL and involve children's services as appropriate. Staff are referred to Appendix 1 of this policy for the procedure to be followed where they suspect that a pupil may be at risk of FGM.

#### **What staff should do if a child goes missing from education**

Children who go missing from education, particularly on repeat occasions, is a potential indicator of abuse or neglect. The School's procedures for unauthorised absence and for dealing with children who go missing from education are set out in the school's 'Policy for dealing with a major incident or disaster, a missing child and a child who is not collected'. Further details can also be found at Appendix 1 of this policy.

The School will report to North West Surrey Inclusion Officer if a pupil fails to attend school regularly or has been absent from school without the School's permission for a continuous period of 10 school days or more.

#### **What staff should do if they have concerns about another staff member**

If staff have concerns about another staff member, volunteer or any adult involved in the work of the School they must inform the Headmaster and/or the Deputy Headmaster (DSL) without delay. If the Headmaster and Deputy Headmaster are both absent, they must see one of the Deputy DSLs. If the allegation concerns the Headmaster or Deputy Headmaster then it must be made directly to the Duty LADO (Local Authority Designated Officer) at Surrey Children's Services without delay. In case of serious harm, the Police should be informed from the outset.

If a disclosure or suspicion of abuse involves a member of staff the DSL must still refer the matter to the LADO. The DSL will follow the guidelines as laid down by Surrey Safeguarding Children Partnership.

EYFS: The Head of Early Years or the DSL will inform Ofsted of allegations against people living or working at the premises, or of any other abuse alleged to have taken place on the premises as soon as practically possible and within 14 days at the latest.

### **What staff should do if they have concerns about safeguarding practices in the school**

The School aims to ensure there is a culture of safety and raising concerns and an attitude of 'it could happen here'. Where staff have concerns about poor or unsafe practices and potential failures in the School's safeguarding regimes, these should be raised in accordance with the School's whistleblowing procedures which can be found as an appendix to the Staff Handbook (see 'Staff Drive'/Handbooks and Appendices'). There will be no disciplinary action taken against a member of staff for making such a report provided that it is done in good faith.

If staff and volunteers feel unable to raise an issue with the School or feel that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing advice line. Contact details for the NSPCC helpline can be found on the Key Contacts page at the start of this policy.

### **ARRANGEMENTS FOR DEALING WITH PEER-ON-PEER ALLEGATIONS**

Peer-on-peer abuse is abuse by one or more pupils against another pupil. It can manifest itself in many ways and can include sending or receiving nude or semi-nude imagery, sexual assault, gender-based issues and harmful sexual behaviours including sexual violence and sexual harassment. Abusive comments and interactions should never be passed off or dismissed as "banter" or "part of growing up". Nor will harmful sexual behaviours be dismissed as the same or "just having a laugh".

There are also different gender issues that can be prevalent when dealing with peer-on-peer abuse (i.e. girls being sexually touched/assaulted, incidents of sending or receiving nude or semi-nude imagery, or boys being subjected to initiation/hazing type violence).

The School recognises that children can be particularly vulnerable in residential settings and are alert to the potential for peer-on-peer abuse.

The School takes care to minimise the risk of peer-on-peer abuse through the pastoral care team, PSHE lessons, assemblies and early intervention to deal with incidents of bullying behaviour.

Where an issue of pupil behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm', staff should follow the procedures below rather than the School's Anti-Bullying and Behaviour policies:

A pupil against whom an allegation of abuse has been made may be suspended from the School during the investigation. The School will take advice from the Surrey Safeguarding Children Partnership (SSCP) on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved including the alleged victim and perpetrator. If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, the School will ensure that, subject to the advice of the SSCB, parents are informed as soon as possible and that the pupils (both victim and perpetrator) involved are supported during the interview by an appropriate adult and until the



investigation is completed. Confidentiality will be an important consideration for the School and advice will be sought as necessary from the SSCP and/ or the Police as appropriate.

Police may be informed of any harmful sexual behaviours including sexual violence and sexual harassment which are potentially criminal in nature. If the DSL decides to make a referral to children's services and/or a report to the police against a victim's wishes, the reasons should be explained to the pupil and appropriate specialist support offered. Pupils are not permitted to carry mobile phones during school or on school trips, both residential or day. This aims to reduce the likelihood of sending or receiving nude or semi-nude imagery and peer-on-peer abuse incidents. This topic is highlighted in e-safety talks to both staff and parents.

In the event of disclosures about peer-on-peer abuse, all children involved (both victim and perpetrator) will be treated as being at risk and safeguarding procedures in accordance with this policy will be followed. Victims will be supported by the Form Teacher and pastoral care team and support from external agencies will be sought, as appropriate. Victims will be reassured that they are being taken seriously and that they will be supported and kept safe.

When there has been a report of sexual violence, the DSL (or a deputy DSL) should make an immediate risk and needs assessment. Risk assessments will be recorded (either written or electronic) and kept under review. The DSL will consider the risks posed to all pupils and put adequate measures in place to protect them and keep them safe. This may include consideration of the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing school premises and school transport. Any response and action will, as always, have at the centre the best interests of the child. Children should never be made to feel ashamed or that they are creating a problem by reporting abuse, sexual violence or sexual harassment.

## **SERIOUS VIOLENCE**

All staff should be aware of signs that a child is at risk from or is involved in serious violent crime. These may include a rise in school absence, a change in friendships or relationships with older individuals or groups, a significant decline in performance, self-harming behaviours or signs of unexplained injuries. Early intervention and support should be put in place, following advice from Surrey Safeguarding Children Partnership.

## **Mental Health and Wellbeing**

Staff should be aware that mental health issues can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

Where children have suffered abuse and/or neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education. Help and advice will be sought for children who require extra support.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by involving the Safeguarding Team

## **ARRANGEMENTS FOR DEALING WITH ALLEGATIONS OF ABUSE AGAINST TEACHERS AND OTHER STAFF (INCLUDING THE HEADMASTER AND VOLUNTEERS)**

The School's procedures for managing allegations against staff who are currently working in the School follows Department for Education statutory guidance and Surrey Safeguarding Children Partnership arrangements and applies when staff (including volunteers) have (or are alleged to have):

- Behaved in a way that has harmed a pupil, or may have harmed a pupil;
- Possibly committed a criminal offence against or related to a pupil; or
- Behaved towards a pupil in a way that indicated that they would pose a risk of harm if they were to work regularly or closely with children

Allegations against a teacher who is no longer teaching should be referred to the Police. Historical (non-recent) allegations of abuse should also be referred to the Police.

If an allegation is made against anyone working with children in the School, the School should not undertake their own investigation 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, the School may discuss informally with the LADO on a no-names basis.

All allegations should be investigated as a priority to avoid any delay.

1. All allegations which appear to meet the above reporting criteria are to be reported straight away to the 'case manager' who is the Deputy Headmaster. The Headmaster will also be informed. Where the Deputy Headmaster is absent, reports should be made to DDSL. Where the Headmaster or Deputy Headmaster are the subject of the allegation or concern they must not be informed of the allegation prior to contact with LADO and a referral to the LADO should be made immediately. However, staff may consider discussing any concerns with the DDSL and may make any referral via them. The Principal and sole proprietor of the school will be informed of any allegations against any staff member.
2. The case manager should immediately discuss the allegation with the LADO and consider the nature, content and context of the allegation and agree a course of action including any involvement of the Police. (Where the case manager deems there to be an immediate risk to children or there is evidence of a possible criminal offence, the case manager may involve the Police immediately.) All discussions should be recorded in writing, and any communication with both the individual and the parents of the child(ren) agreed. The designated officer should be informed within one working day of all allegations that come to the School's attention and appear to meet the criteria or that are made directly to the Police and/or children's services.
3. The case manager will ensure that the individual who is subject of the allegation is informed as soon as possible and given an explanation of the likely course or action, unless there is an objection by children's services or the Police. The case manager will appoint a named representative to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual.

4. The case manager should give careful consideration as to whether the circumstances of the case warrant suspension or whether alternative arrangements should be put in place until the allegation is resolved. The case manager will give due weight to the views of the designated officer and *KCSIE* when making a decision about suspension. Where the individual is suspended, the case manager will ensure they know who their point of contact is in the School and shall provide them with their contact details.
5. Where a member of boarding staff is suspended pending an investigation, the case manager will consider whether arrangements for alternative accommodation away from children should be made.
6. The case manager will ensure that parents are informed as soon as possible and kept informed about progress of the case, subject to any advice from children's services or the Police.
7. The case manager will discuss with the LADO whether a referral to the Disclosure and Barring Service or Teaching Regulation Agency should be made where an allegation is substantiated and the person is dismissed or the School ceases to use their services, or the person resigns or otherwise ceases to provide their services. The School has a legal obligation to report promptly to the Disclosure and Barring Service any person (whether employed, contracted, a volunteer or a student) who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the School must consider making a referral to the Teacher Regulation Agency and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence).
8. On conclusion of the case, the case manager should review the circumstances of the case with the designated officer to determine whether there are any improvements to be made to the School's safeguarding procedures or practices to help prevent similar events in the future.

The School will make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered.

Allegations found to be malicious will be removed from the individual's personnel records. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with *KCSIE* and a copy will only be provided to the individual concerned.

Allegations proven to be false, unsubstantiated or malicious will not be included in employer references. If an allegation is shown to be deliberately invented or malicious, the Headmaster will consider whether any disciplinary action is appropriate against a pupil who made it; or whether the Police should be asked to consider if action might be appropriate against the person responsible even if they are not a pupil.

## **CODE OF CONDUCT FOR STAFF**

The School's Code of Conduct for Staff can be found in the Staff Handbook within the Staff Drive, under 'Handbooks and appendices'. The aim of the Code of Conduct for Staff is to provide clear guidance about behaviour and actions so as to not place pupils or staff at risk of harm or of allegation of harm to a pupil.

## **SAFER RECRUITMENT**

Hall Grove School is committed to safeguarding and promoting the welfare of all pupils in its care by having effective and robust safer recruitment practices to deter and prevent people who are unsuitable to work with children from applying for or securing employment or volunteering opportunities in school. As an employer, Hall Grove expects all staff and volunteers to share this commitment.

The School's Safer Recruitment policy, in conjunction with its Visitor Policy, is implemented by the Compliance Manager, Principal, Headteacher and Deputy Headteacher with the support of other members of staff when required. Its objectives are to help deter, reject or identify people who might abuse pupils or are otherwise unsuited to working with them by having appropriate procedures for appointing staff. We aim:

- to ensure compliance with all relevant legislation, recommendations and guidance including the statutory guidance published by the Department for Education (DfE), Keeping Children Safe in Education - September 2021 (KCSIE), the Prevent Duty Guidance for England and Wales 2015 (the Prevent Duty Guidance) and any guidance or code of practice published by the Disclosure and Barring Service (DBS); and
- to ensure that Hall Grove meets its commitment to safeguarding and promoting the welfare of children and young people by carrying out all necessary pre-employment checks.
- to ensure that the best possible staff are recruited on the basis of their merits, abilities and suitability for the position;
- to ensure that all job applicants are considered equally and consistently;
- to ensure that no job applicant is treated unfairly on any grounds including race, colour, nationality, ethnic or national origin, religion or religious belief, sex or sexual orientation, marital or civil partner status, disability or age;
- to ensure that visiting speakers undergo relevant checks and that their talks are of educational value to our pupils and aligned to the ethos and values of the School as well as fundamental British values.

## **MANAGEMENT OF SAFEGUARDING**

The School's DSL is Tim Lewis, Deputy Headmaster.

Miranda Jackson, Gilly Harris and Leigh Randall are all fully trained to be Deputy DSLs (DDSLs) to whom reports should be made in the absence of the DSL. This ensures there is the required cover for the role at all times.

The DSL and DDSLs contact details can be found on the Key Contacts page at the start of this policy.

The DSL's role is to take lead responsibility for safeguarding and child protection matters in the School, including online safety. The DSL's responsibility is to maintain an overview of safeguarding within the

School, to open channels of communication with local statutory agencies, support staff in carrying out their safeguarding duties and to monitor the effectiveness of the School's policies and procedures in practice. The DSL works with DDSLs and the Headmaster to review and update the School's safeguarding policy and will maintain clear and accurate records of concerns raised and actions taken. Where a pupil leaves the School, the DSL will also ensure their child protection file is transferred to the new school (separately from the main pupil file) as soon as possible. The DSL will ensure secure transfer of files and obtain confirmation of receipt by completing a Child Protection File Transfer Form.

The DSL regularly reviews the School's and their own practices and concerns about welfare and safeguarding matters. This includes the personal and professional duty of all staff to report welfare and safeguarding concerns to the DSL or DDSLs, or in the absence of action, directly to local children's services.

During term time, the DSL and/or DDSLs will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. For out of hours/out of term activities, staff are instructed to call the DSL directly.

Full details of the DSL's role can be found at Annex B of *KCSIE*.

Ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility should not be delegated.

## **TRAINING**

Induction and training are in line with advice from the Surrey Safeguarding Children Partnership.

### **All Staff**

All new staff will be provided with safeguarding training as part of their induction which includes:

- the child protection policy, including information about the identity and role of the DSL and DDSLs
- the Staff Code of Conduct which includes the School's whistleblowing procedure and acceptable use of IT, staff/pupil relationships and communications including the use of social media
- a copy *KCSIE* Part One (including annex)

All staff who work directly with children will also be required to read *KCSIE* Part One (including annex).

Copies of the above documents are provided to all staff during induction and sent electronically. (needs checking)

Temporary staff and volunteers are provided with a summary of who to contact in the event of concern for a child or concern regarding the actions of a staff member.

All staff are also required to:

- Read Part One of *KCSIE* and confirm that they have done so. Each time Part One of *KCSIE* is updated by the Department for Education, staff will be informed of the changes electronically.
- Understand key information contained in Part One of *KCSIE*. The School will ensure staff understanding by providing a questionnaire to be completed following training.
- Receive training in safeguarding and child protection regularly, in line with advice from the Surrey Safeguarding Children Partnership. Training will include online safety and harmful

sexual behaviours including sexual violence and sexual harassment between children, including managing issues related to the sharing of nude or semi-nude images and videos. It will also include Prevent awareness training to equip staff to raise concerns appropriately by ensuring all staff have the knowledge and confidence to identify children at risk of being drawn into terrorism; are able to challenge extremist ideas; and know how to refer children and young people for further help.

- Undertake regular informal updates, at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. The School provides these electronically and during staff meetings.

## **DSL**

The DSL receives updated child protection training at least every two years to provide them with the knowledge and skills required to carry out the role. This includes local inter-agency working protocols, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, record keeping and promoting a culture of listening to children, training in the Surrey Safeguarding Children Partnership's approach to *Prevent* duties. Further details of the required training content for the DSL are set out in Annex C of *KCSIE*.

In addition to their formal training, the DSL's knowledge and skills are updated at least annually to keep up with any developments relevant to their role.

The DDSs are trained to the same level as the DSL.

## **OVERSIGHT OF SAFEGUARDING, INCLUDING ARRANGEMENTS FOR REVIEWING POLICIES AND PROCEDURES**

A review of the School's child protection policies takes place at least annually, including an update and review of the effectiveness of procedures and their implementation. The School draws on the expertise of staff, including the DDSs, in shaping the School's safeguarding arrangements and policies.

If there has been a substantiated allegation against a member of staff, the School will work with the LADO to determine whether there are any improvements to be made to the School's procedures or practice to help prevent similar events in the future.

## **THE SCHOOL'S ARRANGEMENTS TO FULFIL OTHER SAFEGUARDING RESPONSIBILITIES**

### **Teaching children how to keep safe**

The Senior Management Team ensures that all pupils are taught about safeguarding, including online, through the curriculum and PSHE to help children to adjust their behaviours in order to reduce risks and build resilience, including to radicalisation. This includes teaching pupils about the safe use of electronic equipment and the internet and the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults. (See Appendix 3 of this policy for the school's *Prevent* Strategy). Internet safety is an integral part of the School's ICT curriculum and is also embedded in PSHE.

The School has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online. These systems aim to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online; reduce the risk of children being subjected to harmful online interaction with others; and help manage online behaviour that can increase a child's likelihood of, or causes, harm. Further detail of the School's approach to online safety

can be found in the School's E-Safety Policy which also includes detail on the use of mobile technology in school and the School's IT arrangements to ensure that children are safe from terrorist and extremist material when accessing the internet through the School's systems.

### **Looked after children**

The Deputy Headmaster ensures that staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after by a local authority.

Miranda Jackson is the designated members of staff who has responsibility for their welfare and progress.

### **Arrangements for Visiting Speakers**

As part of curriculum delivery and enrichment, the School may invite guest speakers from the wider community to attend school to deliver material to pupils and/or their parents, recognising the benefit gained by pupils from speakers from all walks of life. The School's Visitor Policy includes details of the approach to visiting speakers. The School follows the government's Prevent Duty statutory guidance and wider safeguarding obligations in relation to visiting speakers. Risk assessments and safeguarding checks will be conducted prior to visiting speakers' arrival.

## **EARLY YEARS PROVISION SAFEGUARDING ARRANGEMENTS**

### **Disqualification from working in childcare**

Where staff work in, or are involved in the management of, the School's early years or provision of care of pupils under the age of eight, the School will take steps to check whether those staff are disqualified under the Childcare Act 2006, including by association with others. This forms part of the School's safer recruitment practices.

The School records all checks of staff employed to work in or manage relevant childcare on the Single Central Register. This includes the date disqualification checks were completed.

Where a member of staff is found to be disqualified, or if there is doubt over that issue then, pending resolution, the School will remove them from the work from which they are or may be disqualified. Suspension or dismissal will not be an automatic response; the School will consider if there is scope in principle to redeploy them with other age groups or in other work from which they are not disqualified, subject to assessing the risks and taking advice from the designated officer when appropriate.

### **Use of mobile phones and cameras**

The School's policy on the use of mobile phones and cameras in the setting can be found in the Code of Conduct section of the Staff Handbook and the Mobile Phone Policy. Personal mobile phones may be used to take photographs and short videos by staff (including in EYFS setting) but **MUST** be deleted from a personal device within 24 hours of the image being taken. Any images should be taken in a public place.

**DSL for the EYFS**

The practitioner designated to take lead responsibility for safeguarding children in the EYFS settings is Tim Lewis, with the support of the Safeguarding Team.

**Duty to notify Ofsted**

The School will inform Ofsted of any significant event which is likely to affect the suitability of any person who is in regular contact with children on the premises where childcare is provided. Any significant event must be notified to Ofsted as soon as reasonably practicable, but at the latest within 14 days of the date the School became aware (or ought reasonably to have become aware) of it.

The School will notify Ofsted within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere).

**Disqualification**

Staff who are disqualified may apply to Ofsted for a waiver of disqualification, unless they are barred from working with children.

Policy created September 2018 (MJ)  
Reviewed and updated annually  
October 2021 (MJ/TL/NT/ARG/SB)



## Appendix 1

### Signs and Types of Abuse

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

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

**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 cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**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 is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Sexual abuse may exhibit physical signs, or lead to a substantial behavioural change including precocity or withdrawal. Self-harm can also be an indicator.

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

**Specific safeguarding issues:** behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger. Safeguarding issues can also manifest themselves via peer-on-peer abuse, such

as bullying (including cyberbullying), 'banter', gender-based violence/sexual assaults and sexting. Safeguarding issues can also be linked to, for example, children missing education; child sexual exploitation; domestic violence; fabricated or induced illness; faith abuse; female genital mutilation; forced marriage; gangs and youth violence; gender-based violence / violence against women and girls; hate; mental health; preventing radicalisation; relationship abuse; sexting; and trafficking.

**Child Sexual Exploitation and Child Criminal Exploitation:** are forms of abuse where children are sexually or criminally exploited for money, power or status. It can be a one-off occurrence or might happen over time. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual or criminal activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation does not always involve physical contact and can happen online. A significant number of children who are victims of sexual or criminal exploitation go missing from home, care and education at some point. Some of the following signs may be indicators of sexual and/or criminal exploitation:

- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or do not take part in education.

**Domestic abuse:** is any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual; • financial; and • emotional.

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

**So Called 'Honour Based' Violence:** encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing.

**FGM** comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. To give an example of indications that a girl has already been subjected to FGM:

- A pupil may have difficulty walking, sitting or standing and may even look uncomfortable.
- A pupil may have frequent urinary, menstrual or stomach problems or spend longer than normal in the bathroom due to difficulties urinating.

- There may be prolonged or repeated absences from school and/or noticeable behaviour changes (e.g. withdrawal or depression) on the pupil's return.
- A pupil is reluctant to undergo medical examination.

**If staff have a concern that a pupil may be at risk of FGM, they should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and Children's Services. If in any doubt, staff should speak to the DSL.**

There is a statutory duty on teachers to personally report to the Police where they **discover** (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve children's services as appropriate. If the teacher is unsure whether this reporting duty applies, they should discuss their concerns with the DSL in accordance with this policy. Where a teacher suspects that a pupil is at risk (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence), teachers should follow the School's local safeguarding procedures.

**Forced Marriage:** Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage. For further information staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fm@fco.gov.uk](mailto:fm@fco.gov.uk).

**Radicalisation:** Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It can also call for the death of members of the armed forces, whether in this country or overseas.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular have become major factors in the radicalisation of young people. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.

**Special Educational Needs and/or Disabilities:** The school recognises the vulnerability of children with special educational needs and/or disabilities. Pupils with SEND may not outwardly show signs of abuse and/or may have difficulties in communication about abuse or neglect.

These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying and peer-on-peer abuse without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Staff will support such pupils in expressing any concerns they may have and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate.

**LGBTQ+:** Children who are LGBTQ+ can be targeted by their peers. In some cases, a pupil who is perceived by their peers to be LGBTQ+ (whether they are or not) can be just as vulnerable as children who identify as LGBT.

**Children missing in Education:** A child going missing from school is a potential indicator of abuse or neglect. Staff must follow the School's procedures for dealing with children who go missing, particularly on repeat occasions. The School's procedure for dealing with children who go missing can be found in the school's 'Policy for dealing with a major incident or disaster, a missing child and a child who is not collected'. This is located in the Staff Drive. All unexplained absences will be followed up in accordance with both the above policy and the Attendance policy, also found in the Staff Drive.

The School shall inform the local authority of any pupil who is going to be added to or deleted from the School's admission register at non-standard transition points in accordance with the requirements of the Education (Pupil Registration) (England) Regulations 2006 (as amended). This will assist the local authority to:

- a) fulfil its duty to identify children of compulsory school age who are missing from education; and
- b) follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.

School attendance registers are carefully monitored to identify any trends. The School will inform the local authority and the local authority where the child is normally resident of any pupil who fails to attend school regularly or has been absent without the School's permission for a continuous period of 10 school days or more.

Action should be taken in accordance with this policy if any absence of a pupil from the School gives rise to a concern about their welfare.

## **Appendix 2**

### **Intimate Care**

At Hall Grove we aim to meet the needs of all our children and promote their welfare. We recognise and assist children with intimate care where needed, and ensure that the children are treated with courtesy, dignity and respected at all times.

Intimate care can be defined as care tasks of an intimate nature, associated with bodily functions, body products and personal hygiene. Children are supported with their personal care: reminding children to go to the toilet, teaching them about personal hygiene and developing their independence. Staff work closely with parents to identify and ensure the child's needs are met.

Children attend PSHE (Personal, Social and Health Education) where personal safety and personal hygiene is delivered in a manner appropriate to their development level and degree of understanding.

Where a child has intimate care needs, a designated member of staff takes responsibility to provide their care. The needs of a child will be addressed on an individual basis. The child is encouraged to undertake as much of the procedure as possible for themselves. The toilets in Pre-Prep are generally used to attend to a child's needs. There is no lockable door to these toilets. However, a child will be taken to the Medical Room if further privacy is necessary.

All staff attending to a child's intimate care needs are DBS checked, have a high awareness of child protection issues, and undertake their duties in a professional manner at all times, observing best practice. If a child should become distressed or unhappy about being cared for by a particular member of staff, the matter will be looked into immediately.

There are blinds fitted on the Medical Room door and window. These will be used to maintain a child, parent or staff member's privacy when wanting to discuss a medical, pastoral or safeguarding issue.

## Appendix 3

### The Prevent Strategy and its implications for Hall Grove

The School's staff are mindful of the UK Government's Prevent Strategy which is now a key part of Safeguarding.

The Strategy is relevant in the school context in its aim to reduce youth radicalisation and to build community cohesion. The Hall Grove family is drawn from a diverse range of cultures and backgrounds. We have a special responsibility to promote British cultural values.

Particular contexts where awareness and sensitivity to this topic are shown at the school are:

- Assemblies
- Tutor Meetings
- PSHE lessons, SMSC education
- Religious Studies, History and Geography lessons
- The Performing and Visual Arts
- Safeguarding Policies
- Bullying Policies (including use of Internet)
- Internet Safety
- Visitor Screening

We try to be aware of situations where a child could become socially withdrawn from his/her peer group and become alienated from society. We are alert to possible bullying and to the risk of any inappropriate use of the Internet.

Possible signs of radicalisation may be:

- an individual isolating themselves from family and friends
- talking as if from a scripted speech
- unwilling to discuss their views
- a disrespectful attitude towards others
- increased anger
- increased secretiveness, especially around internet use

If there were clear indications that a child might become at risk to radicalisation, the DSL and/or DDSs will, as a matter of urgency, meet to discuss appropriate ways to help the child build resilience against harmful external influences.

Any concerns surrounding radicalisation or extremism can be discussed in confidence with Surrey Police Anti-terrorism team on 0800 789 321.

As in many aspects of school life, we cannot shape every outcome as a child grows up, but if we can help provide a secure and happy childhood for each individual we will have made a vital contribution.