



Hidelow Grange School

Safeguarding & Child Protection Policy

	Most recent review:
Written: December 2016	Sept 2024 - Sam Goodchild
Author: Declan Tuer	
Role: Head of Education Services	
Implemented: Sept 2022	

CareTech's children's education services provide a safe and stimulating learning environment in which young people are always offered a fresh start, and empowered to achieve and fulfil their unique potential

Description and Ethos of Hidelow Grange School

Hidelow Grange is an Independent School operating within the Branas Isaf Company, a subsidiary of CareTech Community Services Ltd., who are the proprietors.

Hidelow Grange is an independent school providing specialist education to boys aged 11 to 18 years with social, emotional and mental health (SEMH) needs, and who are Looked After Children. The school specifically caters for boys who present with a range of complex interpersonal, emotional and behavioural issues.

For a more detailed description of what the school offers see “Statement of Independence” and School Prospectus.

OUR PUPILS AND STUDENTS

All young people at Hidelow Grange School have a history of harmful behaviours, including harmful sexualised behaviours and social, emotional and mental health needs often accompanied by a range of additional learning needs.

Most of the pupils and students have had interrupted histories in education and care. There are a wide variety of attainments on admission. All have fragile self-esteem and demonstrate difficulties with authority and a lack of trust in adults. Many have experienced loss and trauma, leading to attachment difficulties. As a result, many experience difficulties in forming and maintaining appropriate, positive relationships with others and have a limited ability to work cooperatively.

Pupils and students are:

- aged 11 to 18;
- boys only;
- placed within the residential setting of Branas Isaf;
- residents from placing authorities throughout the United Kingdom;
- all present a range of harmful behaviours;
- most are in receipt of an EHC plan.

THE VISION

Our school aspires to become a centre of excellence renowned for making outstanding educational provision for the very special pupils and students we teach.

This vision drives everything we do and will be achieved through...

- A rich, deep and personalised education designed to meet the needs of each pupil;
- A pupil centred, skills focused curriculum that is relevant to the 21st century and inclusive of all;

- Encouraging all members of the school community to strive beyond expectations and develop a lifelong love of learning;
- Offering a broad range of learning experiences within a curriculum that values academic attainment as well as social, moral, spiritual and cultural aspects of education;
- Providing personalised careers education and guidance, with aspirational next steps planning, preparing pupils and students for their future;
- Recognising that time is precious: working quickly to turn around pupils and students' attitudes towards education so they enjoy their time at school and make the most of the opportunities on offer;
- Working collaboratively with our professional partners to support the needs of each individual pupil.

Pupils and students will:

1. Be challenged to engage in learning and achieve meaningful qualifications that will enable them to take their next steps in education, employment or training;
2. Develop into healthy, resilient and confident individuals who are ready to lead fulfilling lives as valued members of society;
3. Create, nurture and maintain healthy positive relationships with others;
4. Experience success, whatever form it takes;
5. Become enterprising, creative contributors ready to play a full part in life and work;
6. Celebrate diversity and develop into ethical, informed young people who are ready to be citizens of the world.

OUR MISSION

Our mission statement is:

We provide a safe and inclusive learning environment that nurtures mutual respect and encourages reflection so that our pupils and students develop the knowledge skills and confidence to enable them to achieve their potential in all aspects of their lives.

OUR VALUES AND INTENT

Our values

- **Aspiration** : We encourage each other to be the best we can be
- **Curiosity**: We never stop learning and wondering about the world
- **Independence**: We think for ourselves and determine our own future
- **Innovation**: We look for new and creative solutions to problems
- **Reflection**: We learn from our experiences

- **Tolerance:** We value difference and respect other people's opinions
- **Trust:** We believe in the honesty and reliability of others

Our Curriculum Intent

For our staff: Everyone at Hidelow supports and challenges pupils and students to invest in education as a priority for a successful placement

For all learners:

- To undergo an initial 6-week assessment so we fully understand their needs for effective learning;
- To achieve at least 95% attendance in school;
- To engage in creative learning experiences appropriate to their needs, supported by an accurate individual learning plan;
- To achieve nationally recognised academic awards in core subjects;
- To achieve accreditation in a wide range of subject areas;
- To become independent learners;
- To learn how to keep themselves safe, and build positive relationships with those around them;
- To take part in decisions that shape their lives, the school and the community in which they live;
- To demonstrate the behaviours needed to stretch themselves and cope with the challenges of learning;
- To attend and participate in regular therapy sessions;
- To learn strategies to manage their feelings and know where to go for help when things are difficult;
- To have the opportunity to participate in work experience and work related learning opportunities;
- To develop the Literacy skills they need for adult life;
- To learn the skills to apply mathematical concepts;
- To learn the skills to use digital technologies creatively and safely in preparation for the world in which they will live;
- To lead healthy, active lifestyles;
- To develop as social, moral, spiritual and culturally aware individuals who are ready to make a positive contribution to society as adults.

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1. Key Contacts – Hidelow Grange School

Key Contact list for Safeguarding at Hidelow Grange

	Name	Tel contact	email
School Designated Safeguarding Lead	Sam Goodchild	01886 884832	sam.goodchild@branas.co.uk
Deputy Designated Safeguarding Lead	Charlotte James	01886 884832	Charlotte.James@caretech-uk.com
Service Designated Safeguarding Officer	Kate Jones (Head of Service - Branas)	01490 413782	kate.jones@branas.co.uk
	Declan Tuer (Regional Lead for Education-CTCS)	07827302334	declan.tuer@caretech-uk.com

Key local contacts:

<http://westmerciaconsortium.proceduresonline.com/>

<https://herefordshiresafeguardingboards.org.uk/herefordshire-safeguarding-children-board/>

http://www.worcestershire.gov.uk/info/20054/safeguarding_children

	Name	Telephone contact	Email
Contact Centre	The MASH	01432 260800	Open 8:30am – 5:00pm Mon - Fri
Out of hours	EDT	01905 768020	
Police	West Mercia or Warwickshire	999 / 101	
Designated Officer (LADO)	Terry Pilliner	(01432) 261739 07792881859	lado@herefordshire.gcsx.gov.uk
LAC Nurse Team	Kirsty Gardener Nikki Williams	01432 363 936	
PREVENT strategy	Neville Meredith	01432 383628	nmeredith@herefordshire.gov.uk
NSPCC Whistle-blowing Helpline			0800 028 0285
Childline			0800 1111

2. INTRODUCTION

- 2.1. Hidelow Grange School fully recognises the responsibility to protect and safeguard the welfare of children and young people in its care.
- 2.2. **Safeguarding is everyone's responsibility:** each individual should play their full part.
- 2.3. Section 175 of the Education Act 2002 places a statutory responsibility on the Proprietors to have policies and procedures in place that safeguard and promote the welfare of children who are pupils and students of the school (Working Together to Safeguard Children 2018)
- 2.4. All school and care staff have a key role in safeguarding children from abuse and neglect by early identification of children who may be vulnerable or at risk of harm, and by educating children about managing risks and improving their resilience through the curriculum.
- 2.5. The School recognises that safeguarding incidents can happen anywhere and all staff should be alert to possible concerns being raised. Staff are also aware that safeguarding issues can manifest themselves via child on child abuse. This includes though is not limited to, bullying.
- 2.6. This policy sets out how the school's Proprietors discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils and students at the school.

Hidelow Grange reflects the Herefordshire Safeguarding Partners Board child protection procedures and *Keeping Children Safe in Education 2024* which sets out the arrangements that Education services and schools must make.

- 2.7. There are four main elements to our policy:

PREVENTION through the teaching and pastoral support offered to pupils and students and the creation and maintenance of a whole school protective ethos.

PROTECTION by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to child protection concerns.

SUPPORT TO PUPILS AND STUDENTS who may have been abused.

SAFER RECRUITMENT processes are followed to ensure that we do not employ anyone who is unsuitable to work with children.

- 2.8. Our policy applies to all staff and volunteers working in the school including residential care staff, visitors and proprietors. Teaching assistants and administrators, as well as teachers, can be the first point of disclosure for a child. Concerned parents may also contact the school or any of the school proprietors.
- 2.9. The school recognises it is responsible for making referrals and not for making enquiries and investigating. Any referrals will normally be made by the school's Designated Safeguarding Lead, as this aids consistency and careful monitoring. However, in an emergency or a genuine concern that appropriate action has not been taken, other staff members have the right to speak directly to Children's Social Care.

This policy is available to parents on request and is included in the Information Pack sent out to Local Authorities when a school place has been agreed.

3. SCHOOL POLICY

3.1. We recognise that for our pupils and students, high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to prevent abuse.

3.2. This school will therefore:

3.2.1. establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to,

3.2.2. ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty,

3.2.3. engage fully in the Early Help process to maximise the opportunity for timely intervention,

3.2.4. include in the curriculum, activities and opportunities for PSHE which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help, and to keep others safe from harm as well,

3.2.5. include, in the curriculum, material which will:

- help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills,
- reinforce essential skills for every child to include self-esteem and confidence building, thinking independently and making assessments of risk based on their own judgements,
- embed e-safety at every relevant opportunity,

3.2.6. Ensure that wherever possible every effort will be made to establish effective working relationships with parents and carers and with colleagues from partner agencies.

3.2.7. Commit to accurate, timely reporting and recording of information, and keeping sensitive information confidentially.

3.2.8. Encourage positive, respectful and safe behaviour among learners,

3.2.9. Be alert to changes in learners' behaviour and to signs of abuse and neglect and recognise that challenging behaviour may be an indicator of abuse,

3.2.10. Ensure that all staff read and understand the company's Safeguarding and Child Protection Policy and Procedures, Staff Code of Conduct and guidance documents on wider safeguarding issues, for example bullying, behaviour, physical contact and information-sharing.

4. THE DESIGNATED SAFEGUARDING LEAD

4.1. The DSL is the Headteacher and the role is explicit in his description, with time and training to undertake the duties agreed. The DDSL (Deputy DSL) is Charlotte James.

- 4.2. It is the responsibility of the DSL to ensure that all of the child protection procedures are followed within the school. The lead responsibility for safeguarding and child protection will not be delegated, though specific activities may be delegated to appropriately trained deputies.
- 4.3. The DSL or DDSL will always be available during school hours. Out of school hours or out of term time contact the DSO (Kate Jones) or Declan Tuer (details above)

The DSL will therefore:

- Access formal refresher Safeguarding training annually and DSL training every two years to keep his knowledge up to date:
- Refresh his knowledge and skills at regular intervals for example via e-bulletins, meeting other DSLs and reading safeguarding updates;
- Undertake Prevent Awareness training:
- Ensure that all staff who work with children undertake the appropriate training, this is kept up to date by sharing pertinent information in a timely manner, but at least annually;
- ensure all new staff receive a Safeguarding Children Induction and that temporary staff and volunteers are made aware of the school's arrangements for safeguarding children,
- Ensure that the school operates within the legislative framework and recommended guidance,
- Ensure the school safeguarding policy is reviewed annually,
- Develop effective working relationships with other agencies and services,
- Decide upon the appropriate level of response to specific concerns about a child e.g. discuss with parents, offer an Early Help Assessment or refer to Children's Social Care,
- Liaise and work with specialist services over suspected cases of child abuse,
- Keep accurate safeguarding records relating to individual children separate from the academic file in a secure place, marked 'Strictly Confidential' and pass these securely within 5 days should the child transfer to a new provision;
- Submit reports to and ensure the school's attendance at child protection conferences, and contribute to decision making and delivery of actions planned to safeguard the child;
- Ensure that the school effectively monitors children about whom there are concerns, and follow all policies regarding unexplained absences for a child who is the subject of a child protection plan, a child is missing from education, a child is being 'privately fostered' or if it should have to exclude a pupil who is the subject of a Child Protection Plan (whether fixed term or permanently):
- Provide guidance to parents, children and staff about obtaining suitable support,
- Discuss with new parents/carers the role of the DSL, make them aware of the safeguarding procedures used and how to access the child protection and safeguarding policy.

5. THE PROPRIETORS / DIRECTORS

5.1. The Proprietors fully recognise their responsibilities with regard to child protection and safeguarding and promoting the welfare of children. The representative of the Proprietors is The Regional Leaf for Education (Declan Tuer).

The Proprietors' Representative will:

- Review safeguarding policies and procedures annually and provide information to the local authority about them and about how statutory duties have been discharged,
- Liaise closely with the Designated Safeguarding Lead to monitor procedures and practice, and ensure compliance with local and national guidelines,
- Ensure safer recruitment procedures,
- Ensure safe management of allegations, including in the event of an allegation of abuse being made against the Head Teacher,
- Ensure deficiencies or weaknesses in safeguarding arrangements are remedied without delay,
- Ensure children are taught about safeguarding, including online,
- Ensure that appropriate filters and monitoring systems are in place, whilst taking care to avoid imposing unreasonable restrictions,
- Carry out an Annual Safeguarding Audit to ensure the school continues to meet all statutory requirements,
- Understand that information on individual child protection cases or situations is confidential and will only be discussed on a need to know basis.

6. SCHOOL PROCEDURES

All disclosures in school must be reported to the DSL following this process:

When a pupil makes a disclosure in school:

- listen to them and let them speak freely;
- remain calm and offer reassurance;
- do not ask the pupil to remove or adjust clothing if bruises are observed;
- ask open-ended not leading questions;
- accept what has been said without challenge, opinion, criticism or blame;
- reassure the pupil at the end of the disclosure telling them that they have done the right thing;
- do not promise confidentiality: inform them that other people need to be told;
- record accurately and factually what the child has said in note form;
- record observed injuries or bruises on a map of the body;
- submit a completed Safeguarding Concern online through *Behaviour watch* or offline using the form (Appendix 5) to Sam Goodchild (DSL) or Charlotte James (DDSL)
- In their absence Kate Jones (DSO) must be informed. In the absence of the DSO, Declan Tuer (Regional Lead for Education) must be informed.

Responding to a welfare concern

If a member of staff suspects that a child may be at risk of a safeguarding issue but has insufficient evidence to complete the Record of Safeguarding Concern form, they must submit a School Welfare Concern form to the DSL- this can be submitted online through *Behaviour watch* or using the paper form (Appendix 4).

On receipt of a Concern form, the DSL will:

- inform the DSL to make a decision about the next steps;
- further investigate and keep records of this investigation;
- inform the person making the initial referral of the decision;
- keep a contemporaneous, precise, factual account of observations and events in the child's safeguarding file.
- If making a referral to Children's Social Care, the DSL will inform the placing authority social worker and / or parents (unless, in the case of the latter, to do so would place the child at further risk of harm). Should this be the case, the school will record the reason for not discussing with parents.
- When necessary, a Multi-Agency Referral form will be completed and forwarded to Children's Social Care within 24 hours.

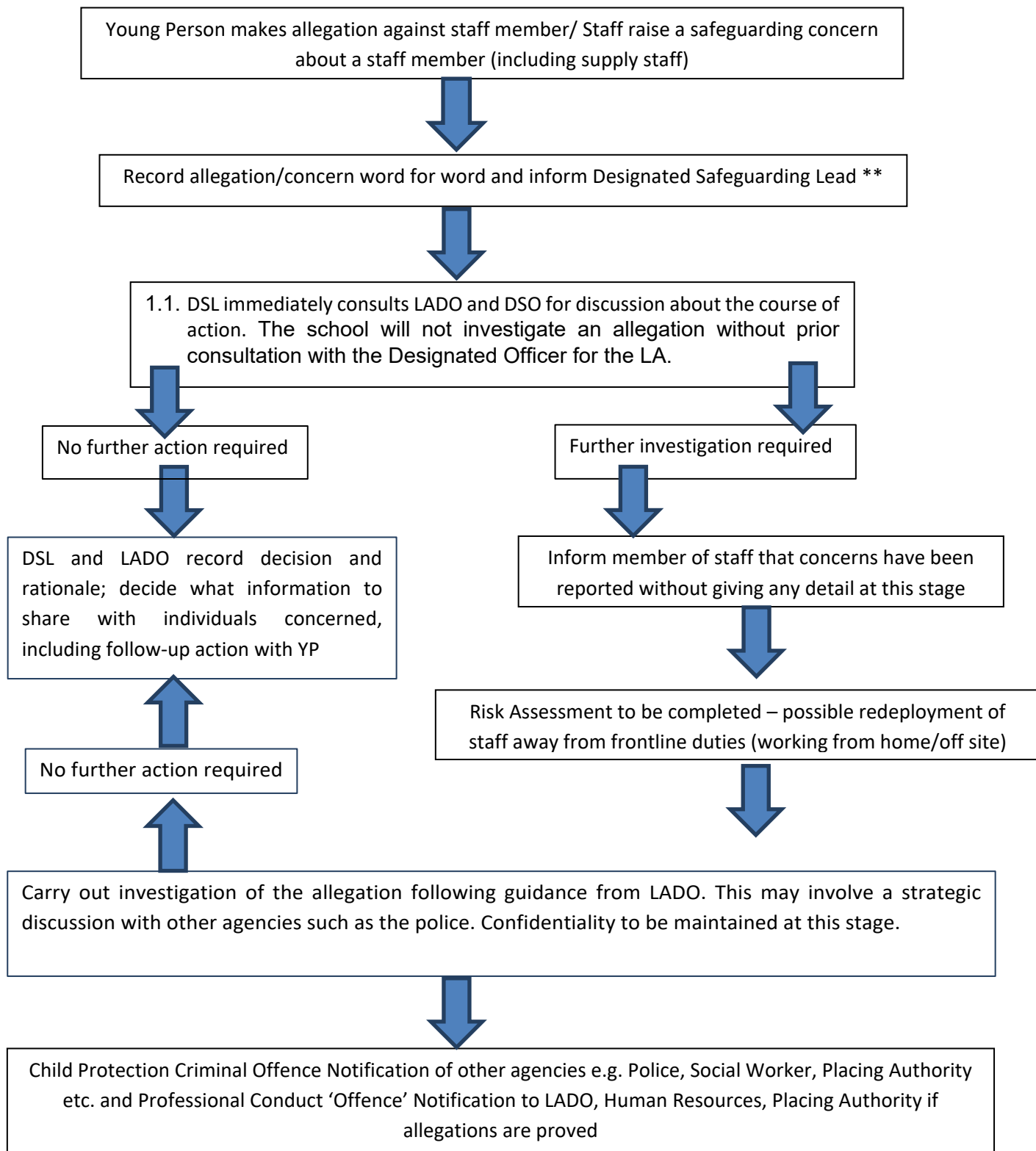
If a parent/ person with parental consent makes a disclosure to school, the DSL will:

- meet with them and record all details of their concern;
- assure them that the school will take the matter seriously;
- state that he will have to take advice from the DSL about the disclosure;
- report back to them when a decision has been taken about how to proceed.

In an emergency take the action necessary to protect the young person from immediate harm, for example, call 999.

Anyone can make a direct referral of a safeguarding concern to either the LSCB or the Police. In this instance the DSL should be notified as soon as possible.

Responding to an allegation or safeguarding concern against a member of staff



- 6.2. Hidelow Grange will consider the procedures set out in West Mercia Consortium Procedures, and as produced by the Herefordshire Safeguarding Partnership and the Local Authority Education Safeguarding Procedures.
- 6.3. Staff are kept informed about child protection responsibilities and procedures through induction, briefings and ongoing awareness training. Where there are other adults (e.g. contractors) in school, these should not work unsupervised. The Head Teacher will ensure they are aware of the school's policy and the identity of the Designated Safeguarding Lead.
- 6.4. The school will work to develop effective links with relevant agencies to promote the safety and welfare of children and co-operate as required with their enquiries regarding child protection matters including attendance and written reports at initial case conferences, core groups and child protection review conferences.
- 6.5. Safeguarding concerns about adults in the school should be passed to the DSL who will make appropriate, timely referrals to the Designated Officer within the local authority (when cases involve staff), to the Disclosure and Barring Service (where a person is dismissed or left due to risk/harm to a child) and to the police (in cases where a crime may have been committed). If the Head Teacher is the subject of the concern, the Head of Education Services should be informed, who will inform the Proprietors.
- 6.6. Everyone has the right to make a direct referral to Herefordshire Safeguarding Partnership following the processes set out by them.

7. STAFF TRAINING AND SUPPORT

- 7.1. The Head Teacher and all other staff, including temporary staff will undertake appropriate child protection training, supervision and formal and informal discussions about child protection. Child Protection is a standing item on the weekly staff meeting agenda; there are daily planned opportunities for staff to raise any concerns at briefing and de-briefing. The school is a member of the Safeguarding Network.
- 7.2. Training will be facilitated through regular 'refreshers' and information updates which take place at least monthly. All staff, proprietors and volunteers will read Part 1 of Keeping Children Safe in Education (2024). A record will be kept to demonstrate compliance. All new members of staff complete training on keeping safe online, child-on-child abuse and exploitation.
- 7.3. The DSL and deputy will complete the DSL refresher training every two years.
- 7.4. Where there are concerns and queries about child protection, support is available for all school staff from the DSL and deputy. The DSL can seek support from the DSO, from appropriate local authority staff and the multi-agency team where required.

8. RECORD KEEPING

- 8.1. Well-kept records are essential to good child protection practice. We record any concern held about a child or children within our school, and understand when these records should be passed to other agencies. Records will be kept online through *Behaviour Watch* and offline in the individual child's Safeguarding file.

- 8.2. Records will be monitored to identify patterns of concerns - this information informs our practice.
- 8.3. Any member of staff, or volunteer receiving a disclosure of abuse or noticing signs of abuse must make an accurate record as soon as possible, noting what was said/ seen, putting the event into context, and giving the date, time and location. All records should be dated, signed and will include the action taken. Concerns can be submitted online through *Behaviour Watch* or offline using the forms (Appendices 4 and 5)
- 8.4. All records should to be given to the DSL promptly. No copies should be retained by the member of staff or volunteer.
- 8.5. Making a record should never delay referrals being made to the DSL or appropriate authority.
- 8.6. **All** notes will be kept in the individual pupil safeguarding file and stored securely.
- 8.7. All verbal conversations will be promptly recorded.
- 8.8. **When a child moves** to another educational provision, their Child Protection records will be transferred to the safeguarding Lead at the new setting by secure electronic transfer or by hand within five days of transfer. A copy will be kept in the Archive until the child's 26th birthday. This copy will be kept separately from their Pupil Record. The CP file will then be destroyed.

9. CONFIDENTIALITY AND INFORMATION SHARING

- 9.1. Staff and volunteers will ensure confidentiality protocols are adhered to and information is shared appropriately. If in any doubts about confidentiality, they should seek advice from a senior manager or outside agency as required.
- 9.2. Effective information sharing between relevant staff is a crucial aspect of safeguarding. We ensure all staff understand the individual welfare needs of every pupil they teach and concerns are shared with teaching staff on a need to know basis. This ensures a high level of vigilance across the school. The Data Protection Act 2018 and GDPR **do not** prevent the sharing of information for the purpose of keeping children safe. Whilst consent to share information will generally be sought, sharing without consent **will** take place should the safety of a child be at risk. Any decision not to share will be recorded.
- 9.3. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 9.4. All staff must be aware that they cannot promise a child that they will keep secrets.

10. COMMUNICATION WITH PARENTS/STAKEHOLDERS

- 10.1. Hidelow Grange School will undertake appropriate discussion with parents prior to involvement of another agency unless specific circumstances preclude this. Staff are advised to seek guidance if they are unclear as to whether they should discuss a concern with parents.
- 10.2. We will ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.

11. SUPPORTING THE PUPIL AT RISK

See also *What To Do If Worried About A Child* (DfE March 2015)

- 11.1. Children who have experienced or witnessed abuse may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful. They may feel helpless, humiliated and blame themselves.
- 11.2. The school may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at school their behaviour may become challenging or they may be withdrawn. The school's behaviour policy aims to support all pupils and students in the school. We take a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self-worth. The school will endeavour to ensure that the pupil knows that some behaviour is unacceptable but he is valued and not to be blamed for any abuse which has occurred. See Behaviour Policy.
- 11.3. The school will endeavour to support the pupil through:
- the content of the curriculum to encourage self-esteem and self-motivation,
 - the school ethos which promotes a positive, supportive and secure environment and gives pupils and students a sense of being valued,
 - liaison with other agencies which support the pupil such as Children's Social Care, Child and Adolescent Mental Health Services, the Educational Psychology Service, Behaviour Support Services and the Attendance Service,
 - a commitment to develop productive and supportive relationships with parents whenever it is in a pupil's best interest to do so,
 - recognition that children living in a home environment where there is domestic abuse, drug or alcohol abuse are vulnerable and in need of support and protection,
 - vigilantly monitoring children's welfare, keeping records and notifying Children's Social Care **as soon as there is a recurrence of a concern.**

11.5 **Child-on-child** abuse

We recognise that children are capable of abusing their peers. We understand that the child who is perpetrating the abuse may also be at risk of harm. We will make every effort to ensure that the perpetrator is also treated as a victim and supported appropriately.

Child on child abuse can take the form of:-

11.5.1. Bullying

- 'Cyberbullying': sending inappropriate or hurtful text messages, emails or instant messages, posting malicious material online (e.g. on social networking websites) or sending/ posting offensive or degrading images and videos
- Racist and Religious Bullying: A range of hurtful behaviour, both physical and psychological, that makes a person feel unwelcome, marginalised, excluded or worthless because of their colour, ethnicity, culture, faith community, national origin or national status;
- Sexual, Sexist and Transphobic Bullying: includes any behaviour, whether physical or non- physical, where sexuality is used as a weapon;
- Homophobic Bullying: targets someone because of their sexual orientation (or perceived sexual orientation);

- **Disablist Bullying:** targets a young person solely based on their disability, this can include manipulative bullying where a perpetrator forces the victim to act in a certain way, or exploiting a certain aspect of the victims disability.

Response: Pupils and students who attend our school have the right to learn in safety. We do not tolerate bullying of any kind and will challenge derogatory language and behaviour towards others. There are clear behaviour and anti-bullying policies used across the school. Behavioural incidents including bullying are recorded and monitored to identify patterns. See also Anti-Bullying Policy .

11.5.2 Child Sexual Exploitation (CSE)

“Child Sexual Exploitation is a form of child sexual abuse. It occurs when an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child Sexual Exploitation does not always involve physical contact; it can also occur through the use of technology.” DfE, 2017

There are different forms of CSE including child on child sexual exploitation. This may occur within an intimate relationship between two young people. Many children are not aware of the exploitation as they have a genuine belief that they are loved by their boyfriend / girlfriend or are acting in accordance with their peers. They are often recruited into exploitation by those who they trust, those of a similar age and with similar hobbies. Often the nature of child on child exploitation encompasses a sense of peer pressure and wanting to fit in.

Response: Follow the school safeguarding procedures. Make a referral to social care and LADO as appropriate. Provide support for the child who has perpetrated the abuse; all staff receive training in CSE.

11.5.3 Sending or posting sexually suggesting images (sexting)

Pupils and students will be made aware that making, possessing and distributing any imagery of someone under 18 which is ‘indecent’ is illegal. This includes imagery of yourself if you are under 18. All members of staff (including non-teaching) will be made aware of how to recognise and refer any disclosures of incidents involving ‘youth produced sexual imagery’ or child on child abuse.

Response: The school will follow UKCCIS Guidance: Sexting in schools and colleges, responding to incidents, and safeguarding young people (2016) to assess the risk and to determine the most appropriate course of action. This may include police and/or CSC involvement; as well as following the school safeguarding procedures.

11.5.4 Sexual harassment and sexual violence including child on child sexual abuse

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. It may occur within an intimate partner relationship. Definitions of sexual violence and sexual harassment can be found in *Sexual violence and sexual harassment between children in schools and colleges* (May 2018). Due to the nature of need of our young people, staff complete AIM 2 training to enable them to be aware of the risks of sexually harmful behaviour that our young people present to themselves and others.

Response:

- All victims should be reassured that they are taken seriously, they will be supported and kept safe. As with all disclosures, staff responding should listen carefully, be non-judgmental and be clear with the young person about how they will progress the report and what will happen next. They should only record facts as the young person reports them.
- Record the incident and report to the DSL in line with safeguarding and child protection procedures as a matter of urgency. They will consider whether the information about the incident is first hand and whether other individuals need to be spoken to in order to get a full picture.
- The DSL will consult with the multi-agency team and consider the ages/ developmental stage of children involved; whether there a power imbalance; whether this is a one off or sustained pattern; whether a criminal offence has been committed. They will make an immediate risk assessment in order to ensure all parties are kept safe.
- If a criminal offence has been committed, contact the police.
- If there is no criminal offence has taken place the multi-agency team will consider next steps, in discussion with parents/carers. Next steps may be to deal with the incident following the behaviour policy; multi-agency approach working with Care and Therapy; and liaising with the social workers for all children involved. Whatever response is chosen, the school will make it clear that sexual violence and harassment is never acceptable.

See also Appendix 15: Flow Chart for responding to Sexual Violence and Sexual Harassment between Children in Schools

11.6. When a pupil who is the subject of a Child Protection Plan leaves, information will be securely transferred to the new school immediately. If information on the new school is not available Children's Social Care and the Attendance Service will also be informed.

11.7. Children who are in care may be particularly vulnerable. All our students are in the care of Branas Isaf. Each school has a Designated Teacher who works with the Virtual School and Children's Services in the placing local authority.

11.7.2 A private fostering arrangement is one that is made privately (without the involvement of a local authority) for the care of a child under the age of 16 years (under 18, if disabled) by someone other than a parent or close relative, in their own home, with the intention that it should last for 28 days or more. None of our children are subject to private fostering arrangements.

11.8. Children Missing from Education, Home or Care When a child going missing from education, home or care it is a potential indicator of abuse and neglect. The school will liaise closely with the Care Team and placing LA when a child goes missing from education. The school does not off-roll any student until they are notified the child has been enrolled elsewhere. See also Attendance Policy.

Looked after children who go missing from their placements are particularly vulnerable. If an incident occurs, school will work closely with the Residential Home Manager, Social Worker and police to ensure all protocols are followed to locate the runaway and return them to a place of safety. School and Care will monitor any patterns of absconding that might indicate the young person is a victim of trafficking, CSE and modern slavery- such as through 'County Lines'.

11.9. Children with Special Educational Needs and Disabilities

We recognise that children with special educational needs and disabilities (SEND) can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's additional needs without further exploration,
- the potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs, and
- communication barriers and difficulties in overcoming those issues.

Staff across the school community will remain vigilant and observant to these additional challenges.

11.10. Substance Misuse and County Lines

The discovery that a young person is using illegal drugs or reported evidence of their drug use is not necessarily sufficient in itself to initiate child protection proceedings but the school will consider such action when there is evidence or reasonable cause to believe:

- the young person's drug misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;
- the young person's drug related behaviour is a result of abusing or endangering pressure or incentives from others particularly adults;
- the misuse is being prompted by serious parent/ carer drug misuse;
- the young person may be involved in **County Lines** (*see also 11.20 below*)

In these cases, the Safeguarding and Child Protection procedures will be followed. The police will be informed if there is suspicion that any offences relating to trafficking, drug offences or modern slavery have taken place.

11.11. Children of Substance Misusing Parents

Further enquiries and or further action will be taken when the school receives reliable information about drug and alcohol abuse by a child's parents/carers in the following circumstances:

- the parental misuse is regarded as problematic (i.e. multiple drug use including injection),
- a chaotic and unpredictable home environment which can be attributed to drug or alcohol misuse,
- children are not being provided with acceptable or consistent levels of social and health care,
- children are exposed to criminal behaviour.

11.12. Domestic Abuse

Domestic abuse is a widespread and damaging issue and an important indicator of other kinds of abuse. The school will vigilantly monitor the welfare of children living in households where there may be domestic abuse, offer support to them and contribute to any Multi Agency Risk Assessment Conference work plan as required (MARAC).

Domestic abuse notifications and any information disclosed following a MARAC will be retained with other child protection records.

11.13. **Radicalisation and Extremism**

11.13.1. The school is aware of its responsibilities to safeguard children, young people and families from violent extremism. This may be an attempt to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence; to steer them into a rigid and narrow ideology intolerant of diversity and leaves them vulnerable to future radicalisation; or to engage them in acts of terrorism.

11.13.2. Whilst our school values freedom of speech and the expression of beliefs / ideology as fundamental rights underpinning our society's values, we also recognise that free speech is subject to laws and policies governing equality, human rights, community safety and community cohesion.

11.13.3. Hidelow Grange School seeks to protect children and young people against the messages of all violent extremism and will view any attempt to manipulate the vulnerable in this way as a matter of safeguarding.

11.13.4. The School fully recognises its statutory duty to identify and support pupils and students at risk, and to follow the referral process when appropriate.

11.13.5. The school proprietors/directors, the DSL will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include consideration of the school's RSE curriculum, SEND policy, anti-bullying policy, e-safety and other issues specific to the school's profile, community and philosophy.

11.13.6. All teaching staff have received training in the Prevent strategy.

11.13.7. Hidelow Grange School's SPOC (Single Point of Contact) is **Neville Meredith. 01432 383628**. He will be the lead for safeguarding in relation to protecting individuals from radicalisation, sharing relevant information in a timely manner with the appropriate agency, including Channel.

11.14. **E-Safety**

11.14.1. Hidelow Grange School believes that the use of information and communication technologies bring great benefits. We recognise that there are e-safety issues that need to be planned for accordingly that will help to ensure appropriate, effective and safer use of electronic communications. The school has separate e-safety and Acceptable Use policies for staff and students which should be considered in line with this policy.

11.14.2. Pupils and students are not allowed to access chat rooms and social networking sites whilst in school and do not bring their own devices to school. All internet access is monitored.

11.14.3. Teaching pupils and students how to stay safe on-line is part of our core curriculum.

11.15. **Mobile technology**

Personal cameras and mobile phones are prohibited in all areas of the school except the staff room. No photographs may be taken on personal mobiles/tablets for an adult's own records. All staff are

aware of safeguarding issues around the use of mobile technologies and their associated risks and follow protocols set out in the Staff Code of Conduct and the Acceptable Use Policy.

‘Upskirting’ typically involves taking a picture under a person’s clothing without them knowing with the intention of viewing their genitals or buttocks to obtain sexual gratification or to cause them humiliation, distress or alarm. This is a criminal offence and will be dealt with accordingly.

11.16. **Child abuse linked to faith or belief**

Child abuse is never acceptable wherever it occurs and whatever form it takes. Abuse linked to belief, including belief in witchcraft or possession, is a horrific crime which is condemned by people of all cultures, communities and faiths (DfE 2012)

11.17. **Mental health**

11.17.1 Some children can be more vulnerable than others to issues such as depression, anxiety, self-harm or eating disorders. In school we need to be particularly vigilant about children who have experienced abuse, bullying, bereavement, have learning difficulties or are in care, as these circumstances can impact on children’s mental health.

11.17.2 We are a specialist school for pupils and students with Social Emotional and Mental Health needs and take the mental state of our students seriously. We work closely with the on-site therapy team to tackle any concerns regarding the mental health of our students. All students have an allocated tutor who takes responsibility for pastoral issues in the first instance. See Mental Health and Wellbeing Framework.

11.18. **Supporting children with fabricated or induced illness**

The fabrication or induction of illness in children is a relatively rare form of child abuse. Where concerns exist about fabricated or induced illness, professionals work together, evaluating all the available evidence, in order to reach an understanding of the reasons for the child’s signs and symptoms of illness. The management of these cases requires a careful medical evaluation which considers a range of possible diagnoses. At all times professionals need to keep an open mind to ensure that they have not missed a vital piece of information.

11.19. **Forced marriage**

A forced marriage is one where one or both people do not (or in cases of people with learning disabilities or reduced capacity, cannot) consent to the marriage as they are pressurised, or abuse is used, to force them to do so. In the UK it is recognised as a form of domestic or child abuse and a serious abuse of human rights. If the young person is under the age of 18, local safeguarding procedures will be followed. A trained specialist in forced marriage will be contacted as soon as possible.

11.20. **Gangs and Youth Violence**

While students generally see educational establishments as safe places, even low levels of youth violence can have a disproportionate impact on any educational establishment. We follow the School Behaviour Policy in response to any violent or aggressive behaviour. If staff have reason to believe a child is (or has been) involved in a gang, we will liaise closely with the Care and Therapy Teams as well as Children’s Services from the placing LA to create an intervention package of support. This may draw on local support groups, specialist agencies and local community safety partnerships with expertise in gang-related issues. Our school is also a place where crucial preventative work takes place to prevent negative behaviour, such as knife crime, and improving social and emotional skills to help our pupils and students understand risk and make safe choices.

11.21. **Trafficking**

11.21.1 'Child trafficking' relates to the recruitment, transportation, transfer, harbouring or receipt' of a child for the purpose of exploitation. Any young person under the age of 18 who has been transported for exploitative reasons is considered to be a trafficking victim, whether or not they have been forced or deceived. Victims of child trafficking are likely to have suffered different forms of abuse including emotional, physical, sexual and neglect.

11.21.2 We will respond without delay and follow our processes when a child goes missing from education, home or care- particularly if there is a risk that they may have been a victim of trafficking.

11.21.3 When we believe a child has been the victim of trafficking in the past, we will liaise closely with the Care and Therapy Teams as well as Children's Services from the placing LA to put together an intervention package of support. This will include ensuring their care plan includes a risk assessment setting out how to safeguard the young person to protect from any trafficker and minimise the risk of traffickers re-involving them in exploitative activities. This plan will include contingency plans to be followed if the young person goes missing.

11.22. **Gender-based violence and violence against women and girls** is the term given to all forms of violence and abuse experienced disproportionately by women and girls, or experienced by them because of their gender, including rape, domestic violence, forced marriage, FGM and sexual harassment. All the students at Branas Isaf Schools are male.

11.23. **Honour-based abuse** is the term used to refer to a collection of practices used predominantly to control the behaviour of women and girls within families or other social groups in order to protect supposed cultural and religious beliefs, values and social norms in the name of 'honour'. All the students at Branas Isaf Schools are male.

11.24. **Female Genital Cutting (FGM)** Female genital cutting is a form of child abuse and is illegal in the UK. The fear of being branded racist or discriminatory must not weaken the protection required by those who are vulnerable. **It is a statutory duty of all teachers to report any incidences of FGM to the police.** Staff must be aware that enquiries related to FGM should be undertaken by police officers with assistance from social workers. If a girl has been absent from school for a long period and there is a need to make informal enquiries, the fact that enquiries are related to FGM **will not** be revealed as this may increase risk. All the students at the Branas Isaf Schools are male but staff must be alert to the possibility that this issue may effect females within a student's family.

11.25. **Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)**

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity ... In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups... The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.' (DfE 2020).

When we believe a child has been the victim of CCE or CSE in the past, we will liaise closely with the Care and Therapy Teams as well as Children's Services from the placing LA to put together an intervention package of support. This will include ensuring their care plan includes a risk assessment setting out how to safeguard the young person to protect from any further harm or risk. This plan will include contingency plans to be followed if the young person goes missing.

Searching, Screening and Confiscation

Ensuring school staff and pupils and students feel safe and secure is vital to establishing calm and supportive environments conducive to learning. Using searching, screening and confiscation powers appropriately is an important way to ensure pupil and staff welfare is protected and helps schools establish an environment where everyone is safe.

Before screening or conducting a search of a pupil, it is vital that schools consider their obligations under the European Convention on Human Rights. Under Article 8, pupils and students have a right to respect for their private life. In the context of these rights and obligations, this means that pupils and students have the right to expect a reasonable level of personal privacy. The right under Article 8 is not absolute; it can be interfered with, but any interference with this right by a school (or any public body) must be justified and proportionate. The powers to search in the Education Act 1996 are compatible with Article 8. A school exercising those powers lawfully should have no difficulty in demonstrating that it has also acted in accordance with Article 8.

Searching

Searching can play a critical role in ensuring that schools are safe environments for all pupils and students and staff. It is a vital measure to safeguard and promote staff and pupil welfare, and to maintain high standards of behaviour through which pupils and students can learn and thrive.

Headteachers and staff they authorise have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item identified on the DfE list, or any other item that the school rules identified as an item which may be searched for.

Although it is legal for staff to use reasonable force to search a pupils and students for items listed on the DfE prohibited items list, it **would not be appropriate at Hidelow Grange School**. Pupils and students at Hidelow have a history of sexual trauma and searches using reasonable force, would likely cause further psychological trauma. The exception would be when, if a search was not carried out the pupil would likely be physically harmed or likely to physically harm another'.

The DfE list of prohibited items is: (Reasonable force can be used to search for these items)

- knives and weapons;
- alcohol;
- illegal drugs;
- stolen items;
- any article that the member of staff reasonably suspects has been, or is likely to be used:

- to commit an offence, or
- to cause personal injury to, or damage to property of; any person (including the pupil).
 - an article specified in regulations:
- tobacco and cigarette papers;⁴
- fireworks; and
- pornographic images.

Additional Banned Items at Hidelow Grange School (Reasonable force **CANNOT** be used to search for these items)

- Magnets
- Blu tack

Under common law, school staff have the power to search a pupil for any item if the pupil agrees. The member of staff should ensure the pupil understands the reason for the search and how it will be conducted so that their agreement is informed.

The role of the headteacher, the designated safeguarding lead and authorised members of staff

Only the headteacher, or a member of staff authorised by the headteacher, can carry out a search. The headteacher can authorise individual members of staff to search for specific items, or all items set out in the school's behaviour policy.

The headteacher should ensure that a sufficient number of staff are appropriately trained in how to lawfully and safely search a pupil who is not co-operating, so that these trained staff can support and advise other members of staff if this situation arises.

The designated safeguarding lead (or deputy) should be informed of any searching incidents where the member of staff had reasonable grounds to suspect a pupil was in possession of a prohibited item as listed. The staff member should also involve the designated safeguarding lead (or deputy) without delay if they believe that a search has revealed a safeguarding risk.

Before any search takes place, the member of staff conducting the search should explain to the pupil why they are being searched, how and where the search is going to take place and give them the opportunity to ask any questions.

Pupils and students who do not co-operate with a search

If the member of staff still considers a search to be necessary, but is not required urgently, they should seek the advice of the headteacher, designated safeguarding lead (or deputy) or pastoral member of staff who may have more information about the pupil. During this time the pupil should be supervised and kept away from other pupils and students.

If the pupil still refuses to co-operate, the member of staff should assess whether it is appropriate to use **reasonable force** to conduct the search

Who can use reasonable force?

- All members of school staff have a legal power to use reasonable force.

- This power applies to any member of staff at the school. It can also apply to people whom the headteacher has temporarily put in charge of pupils and students such as unpaid volunteers or parents accompanying students on a school organised visit.
- headteachers and authorised staff can use such force as is reasonable given the circumstances to conduct a search for the following “prohibited items.

Strip searching

A strip search is a search involving the removal of more than outer clothing .Strip searches on school premises can **only be carried out by police officers** under the Police and Criminal Evidence Act 1984 (PACE) Code A and in accordance with the Police and Criminal Evidence Act 1984 (PACE) Code C.

In the event of a strip search Hidelow staff have a duty of care to ensure the DFE guidance is followed in order to safeguard the child.

Recording searches

Any search by a member of staff for a prohibited item and all searches conducted by police officers should be recorded in the school’s safeguarding reporting system (Behaviour Watch), including whether or not an item is found.

The report must include:

- the date, time and location of the search;
- which pupil was searched;
- who conducted the search and any other adults or pupils and students present;
- what was being searched for;
- the reason for searching;
- what items, if any, were found;
- what follow-up action was taken as a consequence of the search

Informing Parents/Carers/Local Authority

Parents/Carers/ Local Authority should always be informed of any search for a prohibited item listed in paragraph 3 that has taken place, and the outcome of the search as soon as is practicable. A member of staff should inform the parents of what, if anything, has been confiscated and the resulting action the school has taken, including any sanctions applied.

What legislation does this guidance refer to?

- Coroners and Justice Act 2009
- Criminal Justice and Immigration Act 2008
- Health and Safety at Work etc. Act 1974
- The Education Act 1996
- The Education and Inspections Act 2006
- The Education (Independent School Standards) Regulations 2014
- The Schools (Specification and Disposal of Articles) Regulations 2012

12 SAFER WORKING PRACTICE

- 12.1 The school has a separate safe recruitment policy which is compliant with local and national requirements and regularly reviewed to reflect DfE guidance.
- 12.2 The school will operate safe recruitment practices including ensuring pre-employment checks, and appropriate DBS and reference checks are undertaken according to “Keeping Children Safe in Education”. (DfE 2024)
- 12.3 In line with ‘Keeping Children Safe in Education’, only visitors with DBS checks have been obtained will be left unsupervised or allowed to work in a regulated activity. The school will undertake a risk assessment and use professional judgement when deciding whether to seek an enhanced DBS for any volunteer or visitor not engaged in a regulated activity.
- 12.4 The Proprietors will ensure that at least one person on any appointment panel has undertaken safer recruitment training.
- 12.5 All school staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.
- 12.6 Any allegation against a member of staff or volunteer must be reported to the Head Teacher without delay unless the Head Teacher is the subject of the allegation when the chair of proprietors must be informed.
- 12.7 The school will consult with the Designated Officer from the local authority (formerly known as LADO) in the event of an allegation being made against a member of staff and adhere to the relevant procedures set out in the Local Safeguarding Children’s Board Procedures and the school’s Staff Handbook and agree any further action including information sharing.
- 12.8 The school will not investigate an allegation, advise the member of staff or interview children until consultation has taken place with the DO as doing so may compromise any police investigation.
- 12.9 The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school and any teacher employed through a supply agency. **Hidelow Grange School recognises it has a legal duty to refer to the DBS and any other relevant professional bodies anyone who has harmed, or poses a risk of harm, to a child.**
- 12.10 The school will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and students and parents.
- 12.11 All staff are given a copy of the school Code of Conduct on an annual basis and sign an undertaking that they will comply with this guidance.
- 12.12 All staff are aware of their whistle blowing responsibilities and will promptly report any concerns in the interests of protecting children and staff from poor practice and/or unsuitable behaviour. This includes the requirement to self-disclose any personal issues which may impact on their suitability to work in an education setting.

12.13 The school will ensure that staff and volunteers are aware that sexual relationships with pupils and students aged under 18 are unlawful, and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of position of trust).

12.14 In accordance with regulations, our school will ensure that staff are aware of legislation which may cause them to be disqualified including, where relevant, 'by association'.

13. OTHER RELATED POLICIES

Anti- Bullying
Behaviour Policy
E-Safety and Acceptable Use Policy
Health and Safety
Physical Intervention
Relationship and Sex Education Policy
Safer Recruitment Policy
Special Educational Needs Policy
Staff Code of Conduct
Teaching and Learning Policy (including policy for using Alternative Provision)
Mental Health and Wellbeing Framework
Whistle-blowing

13.1 Legislation and Government Guidance

- *The Education Regulations (Independent School Standards) 2014 (Independent schools including academies and free schools) Statutory Guidance*
- *Keeping Children Safe In Education (DfE Sept 2024)*
- *Working Together To Safeguard Children (DfE July 2018)*
- *Multi-agency statutory guidance on Female Genital Mutilation (April 2016)*
- *Multi-Agency Practice Guidelines: Handling Cases of Forced Marriage (HM Government June 2014)*
- *Sexual violence and sexual harassment between children in schools and colleges (May 2018) Non-statutory Guidance*
- *What to do if you are worried a child is being abused (DfE March 2015) (non-statutory guidance)*
- *The Prevent Duty - Departmental advice for schools and childcare providers (DfE June 2015)*
- *Information-sharing: advice for practitioners providing safeguarding services (DfE July 2018)*
- *Children Missing Education (Sept 16)*
- *Safeguarding Children in whom Illness is Fabricated or Induced (DCSF 2008)*
- *Statutory Guidance on Children who Run Away or Go Missing from Home or Care (DfE 2016)*
- *Teaching Online Safety in School (DfE 2019)*
- *Sexting in Schools and Colleges (UKCCIS, 2017)*

In addition, the school takes into account:-

- Regional guidance
- The procedures and practice of the local authority

13.2 This policy also links to our policies on:

Admissions
Behaviour

Staff Code of Conduct
 Attendance
 Curriculum
 Health and Wellbeing
 Administration of medicines
 Risk assessment
 Safer Recruitment
 CareTech Child Protection and Safeguarding

14. MONITORING and EVALUATION

Our Safeguarding and Child Protection policy and procedures will be monitored and evaluated by:

- Proprietors visits to the school
- SLT 'drop ins' and discussions with children and staff
- Pupil surveys
- Scrutiny of attendance data
- Scrutiny of a range of risk assessments
- Monitoring of logs of behaviour and prejudice related incidents
- Review of parental concerns

Appendix 1

Additional Guidance

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

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/279511/step_by_step_guide.pdf **(Sexual Exploitation)**

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/288444/preventing_and_tackling_bullying_march14.pdf **(Preventing and Tackling Bullying)**

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/292505/supporting_bullied_children_advice.pdf **(Supporting Children and Young People who are bullied)**

<https://www.gov.uk/domestic-violence-and-abuse> **(Domestic Abuse)**

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/270169/drug_advice_for_schools.pdf **(Drugs)**

<https://www.peterborough.gov.uk/healthcare/professionals-area/early-help/> **(Early Help)**

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/277314/Safeguarding_Children_in_whom_illness_is_fabricated_or_induced.pdf **(Fabricated Illness)**

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/200099/DFE-00095-2012_Action_Plan_-_Abuse_linked_to_Faith_or_Belief_-_Summary.pdf **(Faith/Belief)**

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/216669/dh_124588.pdf (**Female Genital Mutilation**)

<https://www.gov.uk/forced-marriage> (**Forced Marriage**)

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/226293/Advice to Schools and Colleges on Gangs.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/226293/Advice_to_Schools_and_Colleges_on_Gangs.pdf) (**Gangs**)

<https://www.gov.uk/government/policies/ending-violence-against-women-and-girls-in-the-uk> (**Violence against women/girls**)

<https://www.gov.uk/government/publications/the-mental-health-strategy-for-england> (**Mental Health**)

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/274414/Children Act 1989 private fostering.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/274414/Children_Act_1989_private_fostering.pdf) (**Private Fostering**)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/118194/channel-guidance.pdf (**Radicalisation**)

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_K G NCA Sexting in Schools WEB 1 .PDF](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/551575/6.2439_K_G_NCA_Sexting_in_Schools_WEB_1_.PDF) (**Sexting in Schools and Colleges**)

<https://www.gov.uk/government/collections/this-is-abuse-campaign> (**Teenage relationship abuse**)

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/177033/DFE-00084-2011.pdf (**Trafficking**)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing youth violence and gang involvement v3 March2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf) (**Preventing youth violence and gang involvement**)

Appendix 2: Recognising abuse

To ensure that our young people are protected from harm, we need to understand what types of behaviour constitute abuse and neglect.

Abuse and neglect are forms of maltreatment. Somebody may abuse or neglect a child/young person by inflicting harm (for example by hitting them) or by failing to act to prevent harm (for example by leaving a small child home alone, or leaving knives or matches within reach of a vulnerable child/young person).

There are four categories of abuse: physical abuse, emotional abuse, sexual abuse and neglect.

Physical abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child/young person. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces illness in a child (this used to be called Munchausen's Syndrome by Proxy, but is now more usually referred to as fabricated or induced illness).

Emotional abuse

Emotional abuse is the persistent emotional maltreatment of a child/young person, such as to cause severe and persistent adverse effects on the child/young person's emotional development. It may involve conveying to children/young people that they are worthless or unloved, inadequate or valued only for meeting the needs of another person. It may feature age – or developmentally - inappropriate expectations being imposed on children/young people. These may include interactions that are beyond the child/young person's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child/young person participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying, causing children/young people frequently to feel frightened or in danger, or the exploitation or corruption of children/young people. Some level of emotional abuse is involved in all types of maltreatment of a child/young person, although it may occur alone.

Sexual abuse

Sexual abuse involves forcing or enticing a child/young person to take part in sexual activities, including prostitution, whether or not they are aware of what is happening. The activities may involve physical contact, including penetrative and non-penetrative acts. They may include non-contact activities, such as involving children/young people in looking at, or participating in the production of, pornographic material or watching sexual activities, or encouraging children/young people to behave in sexually inappropriate ways.

Neglect

Neglect is the persistent failure to meet a child/young person's basic physical and/or psychological needs and is likely to result in the serious impairment of the child/young person's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse, including "binge" drinking that results in foetal alcohol syndrome or smoking that results in fail to grow adequately. Once a child is born, neglect may involve a parent or carer failing to provide adequate food and clothing or shelter, including exclusion from home or abandonment; failing to protect a child from physical and emotional harm or danger; failure to ensure adequate supervision, including the use of inadequate care-takers; or the failure to ensure access to appropriate medical care or treatment or to appropriate educational opportunities. It may also include neglect of, or unresponsiveness to, a child/young person's basic emotional needs.

Bullying and child on child abuse

While bullying between young people is not a separate category of abuse and neglect, it is a very serious issue that can cause considerable anxiety and distress. At its most serious level, bullying is thought to result in up to 12 child/young person suicides each year.

All incidences of bullying should be reported and will be managed through our anti-bullying procedures. The subject of bullying will be addressed at regular intervals in the personal, social, health and citizenship education (PSHCE) curriculum. If the bullying is particularly serious, or the anti-bullying procedures are deemed to be ineffective, the head teacher and the DSP will consider implementing child protection procedures.

Indicators of abuse and what you might see

The identification of signs of abuse is often complicated, as young people may go to great lengths to hide injuries, be ashamed or embarrassed, or be afraid of their abuser if threatened with violence or further abuse if they 'tell'.

It is quite difficult for anyone without medical training to categorise physical injuries into accidental or deliberate with any degree of certainty.

It is vital that staff are also aware of the range of behavioural indicators of abuse and report any concerns to the designated person.

Remember, it is your responsibility to report your concerns. It is not your responsibility to investigate or decide whether a young person has been abused.

As examples a young person who is being or has been abused and/or neglected may:

- * have bruises, bleeding, burns, fractures or other injuries
- * show signs of pain or discomfort
- * keep arms and legs covered, even in warm weather
- * be concerned about changing for PE or other activities
- * look unkempt and uncared for
- * change their eating habits
- * have difficulty in making or sustaining friendships
- * appear fearful
- * be reckless with regard to their own or other's safety
- * self-harm
- * frequently miss school or arrive late without real reason
- * show signs of not wanting to go home
- * display a change in behaviour – from quiet to aggressive, or happy-go-lucky to withdrawn
- * challenge authority
- * become disinterested in their school work
- * make frequent excuses to leave lessons
- * misbehave more frequently to be removed from a lesson
- * be constantly tired or preoccupied
- * be wary of physical contact
- * be involved in, or particularly knowledgeable about drugs or alcohol
- * display sexual knowledge or behaviour beyond that normally expected for their age.

Individual indicators will rarely, in isolation, provide conclusive evidence of abuse. They should be viewed as part of a jigsaw, and each small piece of information will help the DSP to decide how to proceed. It is very important that you report your concerns – you do not need ‘absolute proof’ that the young person is at risk.

The impact of abuse

The impact of child abuse should not be underestimated. Many children do recover well and go on to lead healthy, happy and productive lives, although most adult survivors agree that the emotional scars remain, however well buried. For some children, full recovery is beyond their reach, and the rest of their childhood and their adulthood may be characterised by anxiety or depression, self-harm, eating disorders, alcohol and substance misuse, unequal and destructive relationships and long-term medical or psychiatric difficulties.

Appendix 3: Photographic Consent Form

In Branas Isaf Schools we take the issue of child safety very seriously, and this includes the use of images of students and local residents under the age of 18 years old that our students may come into contact with. Including images of young people in publications such as newsletters and on the school website can be motivating for the students involved, and provide a good opportunity to promote the work of the school. However, the school has a duty of care towards young people, which means that they must remain unidentifiable, reducing the risk of inappropriate contact, if images are used in this way.

We ask that parents/legal guardians consent to the school taking and using photographs and images of their children. We will never include the full name of the young person alongside an image unless we seek individual permission from the parent/guardian to do so on a particular occasion.

Please complete, sign and return this form to the school.

I consent to photographs and digital images of the child named below, appearing in **school newsletters and the school website**. I understand that the images will be used only for school purposes and that the identity of my child will be protected unless I have agreed to the publication of my child's full name. I also acknowledge that the images may also be used in and distributed by other media, and used as part of the promotional activities of the school.

Name of child: _____

Name of parent/carer: _____

Address: _____

Phone: _____

Email: _____

Signature: _____

Date: _____

Queries regarding this form should be addressed to the school office

Appendix 4: School welfare concern form

Use this form to record any concern about a young person's welfare that does not constitute abuse or neglect and give it to Mr Goodchild (the Designated Safeguarding Lead)

If you suspect the young person may be suffering abuse or neglect, or you have received a disclosure of abuse from a young person, or you have heard about an allegation of abuse, you must complete the child protection record of concern form instead, and hand it to the designated person today.

Young Person's full name

Date of this record

Why are you concerned about this young person?

Details of what you have observed/ overheard / been told / and when?

Date and time you handed this form to the DSL: _____

Your name and role: _____

Signature

Have you spoken to the young person concerned? ☐ Yes ☐ No

What did they say? Use the young person's own words as nearly as you can remember them.

Have you spoken to anyone else about your concern? ☐ Yes ☐ No

Who?

Is this the first time you have been concerned about this young person? ☐ Yes ☐ No

Further details can be recorded on the reverse side of this document.

Appendix 5

Record of safeguarding concern: Hidelow Grange School

Incident number:

Young Person's details

Full name: _____

Details of those with parental responsibility

Name(s)

Telephone No.

Relationship to the young person

Why are you concerned about this young person?

Please provide a description of incidents/conversations and the dates they occurred. You must make clear what is fact and what is opinion or hearsay. You must not ask the young person leading questions or try to investigate the concern yourself

What have you observed and when?

(This relates to anything you have personally witnessed)

What have you been told and when?

(Write here anything you have been told by the young person or any other person. Be clear about who has said what)

What have you heard and when?

(This may be third-party information that is relevant but as yet unsubstantiated)

If an allegation has been made, give any details you have about the alleged abuser

Date and time of this record

Your details

Full name _____

Position _____

Do those with parental responsibility know this form has been completed?

☐ Yes ☐ No

If not, why not?

If yes, what did they say?

Does the young person have any visible injury, or have they told you they have been injured?

☐ Yes ☐ No

If yes, has medical advice been sought?

Has any action already been taken in relation to this concern? (for example, young person taken out of class, first aid administered)

Name and position of the person this record was handed to:

Date and time the above person received this record: _____

If this record has been handed to anyone other than the designated person, please explain why

If you have used additional sheets to complete this record of concern, please staple them to this form and write the number of additional sheets here _____

Hand this form to the DSP before you go home. If the designated person is unavailable, hand it to Sam Goodchild (DDSP), or your line manager.

NB: If you do not have certain information, such as the young person's family details or ethnicity, do not delay handing in the form.

Appendix 6 Procedure to deal with allegations at Hidelow Grange School

All allegations are to be reported immediately.

Step 1

Designated Safeguarding Person informed & allegations reported.



Step 2

Designated Safeguarding Person: Sam Goodchild, Head Teacher 07946201349
Sam.goodchild@branas.co.uk

or in her absence Branas Isaf Designated Safeguarding Lead: Kate Jones, Branas Isaf Head of Service (01490) 413782 kate.jones@branas.co.uk (07887) 523499 or **Caretech Head of Education-** Declan Tuer Declan-tuer@caretech-uk.com (07827) 302334



Step 3

All referrals are to be sent to: Local Authority Designated Officer Terry Pilliner (01432) 261 739



Step 4

Discussion to establish the validity of allegation and make referral if needed to Children Social Care.

If this is the case a strategy meeting will be called that the **DSP** should attend. The decision of the strategy meeting could be:

- *An investigation by children's social care*
- *A police investigation if there is a criminal element to the allegation*
- *A single agency investigation completed by the school with the **DSP** or their qualified nominee.*

Allegations against the Designated Safeguard Person

Same Procedure as above except Step 1 is led by the Designated Safeguarding Lead for Branas Isaf, Kate Jones- Branas Isaf Head of Service kate.jones@branas.co.uk (07887) 523499.

Appendix 7

Whistle blowing code for issues relating to young people

Purpose of this code

The school adheres to the Branas Isaf and CareTech 'Tell Us' Campaign whistle-blowing policy and procedures that enable staff to raise concerns relating to:

- poor / unprofessional practice
- inappropriate conduct
- crime
- a miscarriage of justice
- illegality
- health and safety
- environmental or property damage
- unauthorised use of public funds
- concealing or attempting to cover up any of the above.

This code provides additional information to help staff to understand the role of whistle blowing in the context of poor practice and unacceptable conduct and attitudes towards young people.

When to use the code

The whistle blowing procedures and this code may be used by anyone employed by the school, Branas Isaf & Caretech in a paid or voluntary capacity who believes they have reason to suspect that the conduct of an employee towards a young person is inappropriate.

Inappropriate conduct includes, but is not confined to:

- bullying or humiliation
- contravening health and safety guidelines
- serious breaches of the school's code of ethical practice
- professional practice that falls short of normally accepted standards
- behaviour compromising students' welfare but in a way that does not meet the threshold for child protection intervention.

Reasons for blowing the whistle

Staff will naturally be reticent to report a concern about the conduct of a colleague. However, each individual must take responsibility for ensuring that young people are fairly treated. If poor practice is allowed to continue unchecked, it could escalate with serious consequences.

Your action may not only protect young people, but also deter any suggestion that you have colluded with poor practice that you knew was occurring but chose to ignore.

Whistle blowing can also support the member of staff who is the subject of the concern. Their conduct may result from inexperience or lack of training that can be addressed by the school, or they may be under stress and be relieved when their conduct is questioned.

Staff who deliberately fail young people and show no remorse or desire to improve are unlikely to welcome being exposed, but their conduct has to be confronted for the sake of the young person concerned and the reputation of the whole school.

Barriers to whistle blowing

You may worry that you have insufficient evidence to raise a concern and that you will set in train an unstoppable chain of events, that there will be adverse repercussions for your career, that you may suffer reprisals, harassment or victimisation, or that your suspicion or concern might be totally misplaced.

These concerns are entirely understandable but you can be reassured that whistle blowing procedures addresses these issues.

The Public Interest Disclosure Act 1998 protects employees from reprisals for public interest whistle blowing. Your union, a solicitor or CareTech human resources department can provide you with information about your legal position.

Confidentiality and anonymity

All concerns are treated in confidence and, as far as possible, your identity will not be revealed if that is your wish. However, absolute confidentiality cannot be guaranteed if, as a result of an investigation, you are required to provide a witness statement or attend a court hearing.

You can, if you prefer, raise your concern anonymously. The school would need to decide whether the levity and credibility of the concern warrants investigation if the source of the concern, and the key evidence, is not readily available.

The school will fully support you and do all it can to protect you from any harassment or adverse repercussions that may arise from whistle-blowing. Allegations that prove to be deliberately fabricated and malicious will be dealt with through staff disciplinary procedures. However, no action will be taken against any member of staff who raises a genuine concern that proves to be unfounded.

Reporting procedure

It may help if you write down, for your own benefit, what you have observed or heard that is causing alarm. One useful way to decide whether your concern should be reported is to consider whether you would want the conduct of this member of staff to continue unchecked if your own child or another young family member was involved.

- You may raise your concern verbally or in writing. You should report your concern directly to the head teacher.
- If the head teacher is the subject of your concern, speak to the Branas Isaf Head of Service, CareTech Head of Education or contact the 'Tell Us' Campaign Hotline.
- A friend, colleague or union representative may accompany you to an initial meeting if you wish.
- Ensure the Head Teacher, Head of Service or Head of Education informs you of their proposed action and sets a date for a second meeting.
- Timescales will depend on the complexity of the initial inquiry but the case should not be allowed to stall and you should receive initial feedback within 10 working days. The timescale for subsequent feedback should then be agreed.
- Ask for clarification about confidentiality and ensure you have your wishes regarding the protection of your identity recorded.

Process and outcome

The head teacher or chair will make enquiries to establish the facts of the matter and whether poor practice or inappropriate conduct has occurred.

Members of the school community, including governors, may be asked to provide information or advice.

- External advice, for example, from legal or human resources or children's services may be sought.
- A written record of the conduct, established facts and outcome of the inquiry will be kept.
- The whistle-blower will be kept informed of the progress of the inquiry.
- The outcome of the inquiry will be one of the following:
 - No poor practice or wrongdoing is established and the case is closed
 - The concern has some substance and the subject of the concern will receive advice and support from the head teacher to improve practice
 - Poor practice or wrongdoing is established and disciplinary proceedings are initiated
 - The concern is more serious and an investigation is initiated. This investigation may involve the local authority's legal team, children's social care or the police.

If, at any stage in the process, there is reason to believe that a young person is at risk of significant harm, children's social care will be immediately involved.

Further action

If you raise a concern and you are dissatisfied with the way it is managed, or the outcome, you may contact CareTech 'Tell Us' hotline for advice. Alternatively, you can seek advice from your union or professional association, a solicitor, the police, children's social care or Public Concern at Work (PCaW), a registered charity that offers free and confidential legal advice on workplace malpractice.

Public Concern at Work

3rd Floor, Bank Chambers, 6-10 Borough High Street, London SE1 9QQ

020 7404 6609

whistle@pcaw.co.uk

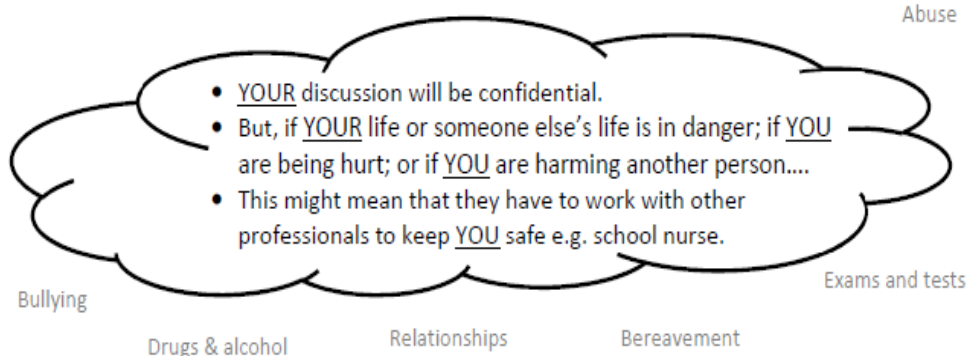
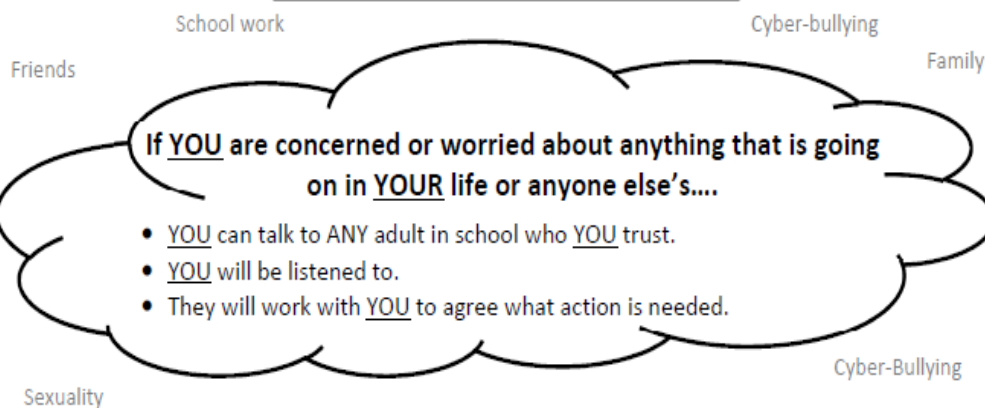
www.pcaw.co.uk

Appendix 8- What is Safeguarding

WHAT IS SAFEGUARDING?

Safeguarding is:

- To protect YOU from abuse and harm
- To promote YOUR welfare and care
- Is everyone's responsibility



If YOU cannot speak to someone in school, you can always talk to a friend, family or any adult that YOU trust, or you can contact Childline



Worry box
Don't forget YOU can also post your worries

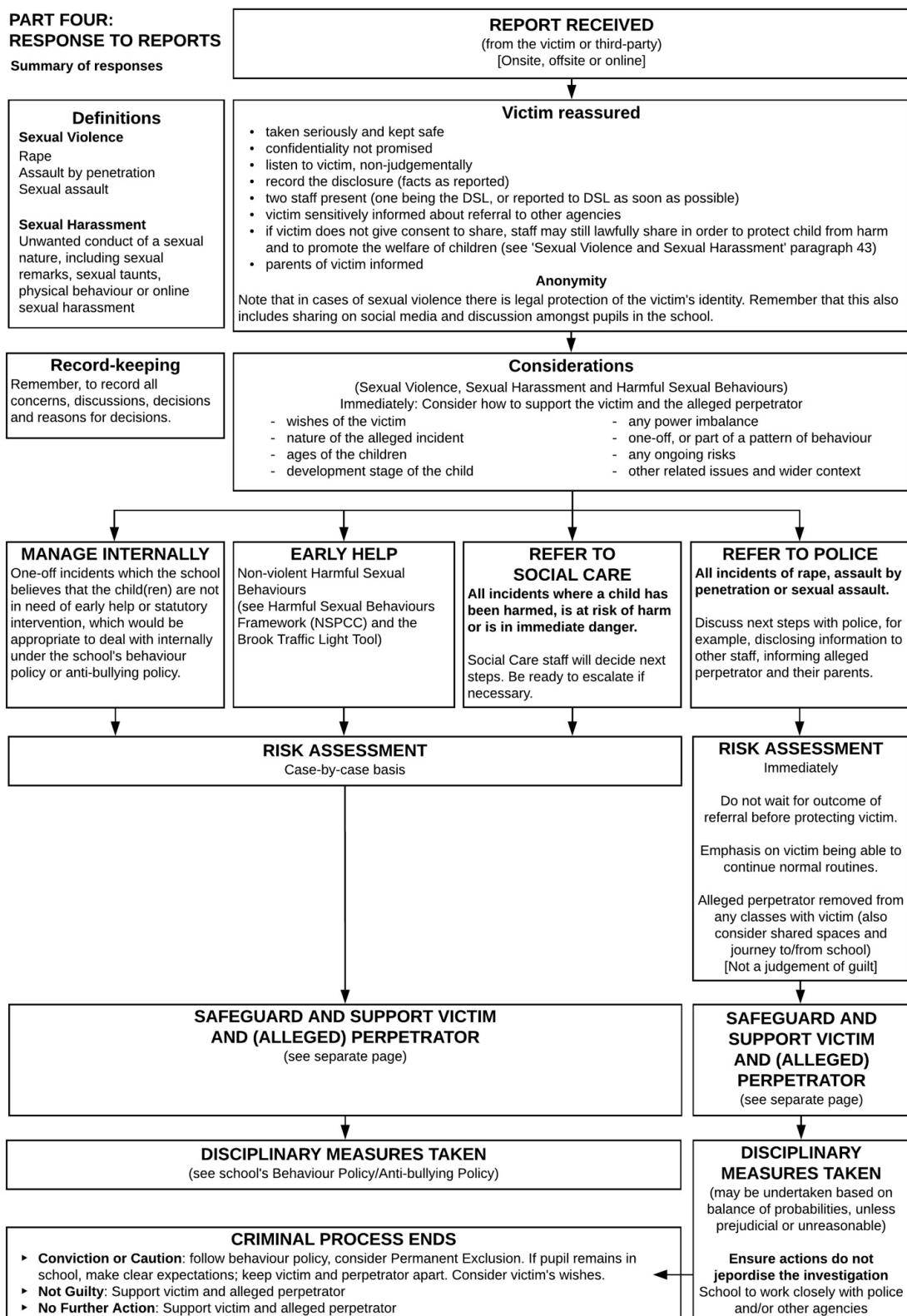
"Safeguarding.....here to protect you!"

Designed by and with thanks to students from: Denbigh High School, Prestatyn High School, St Brigids, Ysgol Brynhyfryd, Ysgol Dinas Bran, Ysgol Glan Clwyd

Safeguarding



Appendix 10: Responding to Sexual Harassment and Sexual Violence between children in school



Appendix 11: How to respond to a Safeguarding Concern – guidance for staff

What to do with a Safeguarding concern

All disclosures in school must be reported to the DSL following this process:

When a pupil makes a disclosure in school:

- listen to them and let them speak freely;
- remain calm and offer reassurance;
- do not ask the pupil to remove or adjust clothing if bruises are observed;
- ask open-ended not leading questions;
- accept what has been said without challenge, opinion, criticism or blame;
- reassure the pupil at the end of the disclosure telling them that they have done the right thing;
- do not promise confidentiality: inform them that other people need to be told;
- record accurately and factually what the child has said in note form;
- record observed injuries or bruises on a map of the body;
- submit a completed Record of Safeguarding Concern form (see Appendix 6) to Sam Goodchild (DSL) or Charlotte James (DDSL)
- In their absence Kate Jones (DSO) must be informed. In the absence of the DSO, Declan Tuer (Head of Education) must be informed.

Responding to a welfare concern

If a member of staff suspects that a child may be at risk of a safeguarding issue but has insufficient evidence to complete the Record of Safeguarding Concern form, they must submit a completed School Welfare Concern form to the DSL (Appendix 7).

On receipt of a Concern form, the DSL will:

- inform the DSL to make a decision about the next steps;
- further investigate and keep records of this investigation;
- inform the person making the initial referral of the decision;
- keep a contemporaneous, precise, factual account of observations and events in the child's safeguarding file.
- If making a referral to Children's Social Care, the DSL will inform the placing authority social worker and / or parents (unless, in the case of the latter, to do so would place the child at further risk of harm). Should this be the case, the school will record the reason for not discussing with parents.
- When necessary, a Multi-Agency Referral form will be completed and forwarded to Children's Social Care within 24 hours.

If a parent/ person with parental consent makes a disclosure to school, the DSP will:

- meet with them and record all details of their concern;
- assure them that the school will take the matter seriously;
- state that she will have to take advice from the DSL about the disclosure;
- report back to them when a decision has been taken about how to proceed.

In an emergency take the action necessary to protect the young person from immediate harm, for example, call 999.

Anyone has the right/ ability to make a direct referral of a safeguarding concern to either the LSCB or the Police. In this instance the DSP should be notified as soon as possible.