



1 Introduction

Holme Court School fully recognises the responsibility it has under section 175 of the Education Act 2002 (as amended), the Education (Independent School Standards) Regulations 2014 and the Non-Maintained Special Schools (England) Regulations 2015, to have arrangements in place to safeguard and promote the welfare of children.

Safeguarding and promoting the welfare of children is everyone's responsibility. 'Children' includes everyone under the age of 18 (see additional specification below).

This responsibility is more fully explained in the statutory guidance for schools and colleges 'Keeping Children Safe in Education' (September 2024). All staff must be made aware of their duties and responsibilities under Part One of this document, which are set out below.

All staff must read the above document together with 'Annex B' of 'Keeping Children Safe in Education', 2024, irrespective of whether or not they work directly with pupils.

Through their day-to-day contact with pupils and direct work with families all staff in school have a responsibility to:

- Identify concerns early to prevent them from escalating
- Provide a safe environment in which children can learn
- Identify children who may benefit from early help
- Know what to do if a child tells them he/she is being abused or neglected or exploited
- Follow the referral process if they have a concern.

2 Scope of policy

In line with legislation, this policy defines a child as anyone under the age of 18 years (25 years in the case of SEND). All pupils within the school fall within this category.

The contents of this policy and the procedures identified in both the policy and supporting guidance apply to the Governing Body, all staff (including those who work directly and indirectly with pupils), volunteers and visitors to the school. It is also relevant to parents.

It must be noted that all of these people could be the first point of disclosure for a pupil.

This policy and the supporting guidance is specifically discussed as part of staff/volunteer induction and is revisited on an annual basis to ensure that all staff have a clear understanding of the expectations relating to their role.

Copies of this policy are available to all staff and parents via the school website. Pdf versions are emailed to all staff and parents at the beginning of each academic year.

All staff have electronic access via the School Share Point-staff team-policies-safeguarding. A hard copy of this policy is also located on the staff notice board.

A hard copy of this policy is available to parents upon request.

An electronic copy of this policy is provided to the Head Teacher of our sister school Cambridge International School.

3 Policy statement

At Holme Court School we recognise the moral and statutory duty placed upon all staff and members of our school community to safeguard and promote the welfare of children.

We aim to provide a safe and welcoming environment in which all pupils can learn, underpinned by a culture of openness where both pupils and adults feel secure, are able to raise concerns and believe they are being listened to, and that appropriate action will be taken to keep them safe.

4 Legislative-statutory compliance

This policy is compliant with the statutory guidance:

- Keeping Children Safe in Education (DfE September 2024)
- Information Sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers (DfE May 2024)
- Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children (December 2023)
- The Children's Social Care National Framework (DfE 2023)
- Mandatory Reporting of female genital mutilation (FGM) (Home Office 2016)
- What to do if you're worried a child is being abused (DfE March 2015)

It takes into consideration the legal requirements of:

- **The Children's Act 1989**
- The Human Rights Act 1998
- The Education Act 2002 (as amended)
- **The Children Act 2004**
- The Equalities Act 2010
- **The Children and Social Work Act 2017**
- Children and Families Act 2024

- Voyeurism (Offences) Act 2019
- The Domestic Abuse Act 2021
- The Marriage and Civil Partnership (Minimum Age) Act 2023

- The UK General Data protection Regulations (UK GDPR) and the Data Protection Act 2018

It also takes into consideration

- Education (Independent School Standards) Regulations 2014
- Non-Maintained Special Schools (England) Regulations 2015
- The United Nations convention on the Rights of the Child 1992

It is consistent with Cambridgeshire and Peterborough Safeguarding Children Partnership Board procedures.

5 Specific nature and circumstances at Holme Court School which impact on safeguarding and child protection procedures

Holme Court School is unusual in its type, location and its catchment.

- It is a private school which is owned by a single Governing Body
- It caters for pupils aged 7-16years - and therefore covers a wide age range (KS2, 3 and 4)
- It is a specialist school for pupils with dyslexia and associated specific learning difficulties- all pupils are particularly vulnerable
- It is located within Cherry Hinton Park- which is used by the general public
- It is located in Cherry Hinton Hall and shares the site with its sister school Cambridge International School
- It accepts pupils from a large catchment area including but not limited to Bedfordshire, Cambridgeshire, Essex, Hertfordshire and Suffolk- each of which have their own specific child protection procedures

All of these factors are taken into consideration within the contents of this policy which is complimented by a number of supplementary policies, procedures and risk assessments.

6 Aims of policy

The aim of this policy is to:

- Set out how the school's Governing Body discharges her statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school
- Provide staff with a framework to promote and safeguard the wellbeing of children and young people
- Ensure that all staff understand and meet their statutory responsibilities
- Ensure that all staff understand their duty to protect all pupils on site (including those who attend Cambridge International School)
- Ensure consistent good practice across the school

Furthermore, in order to support staff in the execution of their responsibilities to safeguard all pupils on site, this policy provides:

- Details of specific variations in local authority policies and procedures
- Details of key safeguarding personnel at Cambridge International School
- Details of organisations which provide a wide range of support services

There are four main elements to this policy:

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

PROCEDURES for identifying and referring cases, or suspected cases, of abuse or exploitation. The definitions of the categories of abuse are attached (see Appendix A)

SUPPORTING CHILDREN particularly those who may have been abused or witnessed violence towards others

PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN

Processes are followed to ensure that those who are unsuitable to work with children are not employed

7 Prevention

We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help to protect children.

The school will therefore:

- Establish and maintain an environment where children feel safe, including in a digital context, and are encouraged to talk and are listened to.

- Ensure children know that there are trusted adults in the school whom they can approach if they are worried or in difficulty and their concerns will be taken seriously and acted upon as appropriate.
- Tailor our curriculum to be age and stage of development appropriate so that it meets the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs or disabilities.
- Incorporate into the curriculum, activities and opportunities that enable children to develop their understanding of stereotyping, prejudice and equality.
- Ensure that all school/college staff challenge instances of prejudice related behaviour, including but not limited to, instances of sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. Any prejudice related incidents will be responded to in accordance with our 'Responding to Prejudice-Related Incidents Policy'.
- Incorporate into the curriculum, activities and opportunities which equip children with the skills they need to stay safer from abuse and exploitation in all contexts, including:

For primary aged pupils

- How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable and how to seek help or advice from others, if needed.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.
- That some people behave differently online, including by pretending to be someone they are not.
- The rules and principles for keeping safe online, how to recognise risks, harmful context and contact and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult or other children.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.

- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice e.g. family, school and/or other sources.

(Relationships Education, Relationships and Sex Education (RSE) & Health Education, DfE 2021)

For secondary aged pupils

- How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
- The characteristics of positive and healthy friendships
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- What constitutes sexual harassment and sexual violence and why these are always unacceptable
- About online risks, including that any material someone provides has the potential to be shared online and the difficulty of removed potentially compromising material placed online
- What to do and where to get support to report material or manage issues online
- The impact of viewing harmful content
- That specifically explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners.
- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including prison
- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, control, harassment, rape, domestic abuse, forced marriage, honour-based abuse and FGM and how they can affect current and future relationships.
- How people can actively communicate and recognise consent from others, including sexual consent and how and when that can be withdrawn (in all contexts including online).

(Relationships Education, Relationships and Sex Education (RSE) & Health Education, DfE, 2021)

To implement this, Holme Court School uses Jigsaw PSHE in all key stages.

Designed as a whole school-school approach, Jigsaw enables the school to meet all statutory RSHE requirements, while also emphasising good mental health and resilience. Jigsaw aims to 'shape young people to be confident and successful, increasing their capacity to learn and preparing them for the challenges of the modern world. It provides young people with opportunities to develop emotional

intelligence and life skills and the ability to address socio-cultural and socio-economic challenges as global citizens.'

Within the various units of study pupils are supported to recognise if they are feeling safe or unsafe in their relationships with family, friends and online. This includes considering the importance of permission seeking and giving in relationships, and the sort of boundaries which are appropriate both on and offline. Pupils are encouraged to consider the qualities they would look for in a trusted adult, how to judge whether a secret feels safe or unsafe and how to seek support if they are asked to keep an unsafe secret. Children learn that each person's body belongs to them, the correct language for body parts, including genitals, how to identify unsafe or inappropriate physical contact. With the older children, they learn about what sorts of behaviours constitute abuse and neglect. All children have opportunities to practice seeking help or advice from others, including from their Networks of Support, and develop their problem-solving strategies, which can be applied in a range of contexts.

In addition to this we use:

The Safer Spaces Toolkit (KS2) developed by the Cambridgeshire PSHE Service which supports schools with listening to pupil voice, building awareness and engaging in reflection as part of a whole school approach to preventing sexist attitudes and behaviours which cause others to feel unsafe.

The Safer Corridors Toolkit (KS3 and 4) developed by the Cambridgeshire PSHE Service which supports schools and colleges in preventing and reducing sexual violence and harassment and responding to incidents.

8 Procedures

Holme Court School accepts pupils from a number of local authorities. We will therefore follow the procedures set out in the relevant authority.

For pupils from Bedfordshire, we follow the child protection procedures that have been agreed locally through the Bedford Borough Safeguarding Children Board in accordance with Bedford Borough Safeguarding Board Threshold which is available on their website:

[Bedford.gov.uk/social-care-health-and-community/children-young-people/safeguarding-children-board/practitioners/thresholds](https://bedford.gov.uk/social-care-health-and-community/children-young-people/safeguarding-children-board/practitioners/thresholds)

For pupils from Cambridgeshire, we follow 'Cambridgeshire and Peterborough Safeguarding Children Partnership Board 'Multi-Agency Procedures'. A copy of these procedures can be found on their website:

[Multi-Agency Policies and Procedures | Cambridgeshire and Peterborough Safeguarding Partnership Board \(safeguardingcambspeterborough.org.uk\)](https://safeguardingcambspeterborough.org.uk/Multi-Agency-Policies-and-Procedures)

For pupils from Essex, we follow Essex Safeguarding Children Board Set Child Protection Procedures. These are located within their website at:

[ESCB - Safeguarding Policies & Procedures](#)

For pupils from Hertfordshire we follow the Hertfordshire Safeguarding Children Partnership procedures as outlined on the LA website:

[Children's social care | Hertfordshire County Council](#)

For pupils from Suffolk, we follow the Suffolk Safeguarding Partnership Procedures. A copy of these procedures can be found on their website:

[Policies, Practices & Practice Guidance-Suffolk Safeguarding Partnership \(suffolkssp.org.uk\)](#)

Key school contacts-Holme Court School

Role	Name	Contact
Head Teacher Overall responsibility for strategic safeguarding-child protection	Anita Laws	head@holmecourt.co.uk 01223 778030 07795 483048
Designated Safeguarding Lead	Anita Laws	head@holmecourt.co.uk
Deputy Designated Safeguarding Leads	Gill Ingram Louise Tulloch Ellie Wilson	admin@holmecourt.co.uk l.tulloch@holmecourt.co.uk ewilson@holmecourt.co.uk
Governor with responsibility for Safeguarding and Child Protection	Carrie Askew	Carrie@inspiredlearninggroup.co.uk
Designated Prevent Lead	Anita Laws	head@holmecourt.co.uk
Deputy Designated Prevent lead	Gill Ingram	admin@holmecourt.co.uk
Designated Domestic Abuse Lead	Anita Laws	head@holmecourt.co.uk
Deputy Designated Domestic Abuse Lead	Gill Ingram	admin@holmecourt.co.uk
School Mental Health Lead	Gill Ingram	admin@holmecourt.co.uk
School Online Safety Leads	Gill Ingram Jennifer Howard-Makey	admin@holmecourt.co.uk jhoward@holmecourt.co.uk

For all concerns in relation to pupils attending Cambridge International School

Role	Name	Contact
Head Teacher Overall responsibility for strategic safeguarding-child protection	Amanda Gibbard	A.Gibbard@cischool.co.uk 01223 416938
Designated Safeguarding Lead	Amanda Gibbard	A.Gibbard@cischool.co.uk 01223 416938
Deputy Designated Safeguarding Lead	Pauline Butcher	P.Butcher@cischool.co.uk 01223 416938
Governor with responsibility for Safeguarding and Child Protection	Carrie Askew	carrie@inspiredlearninggroup.co.uk

Roles and responsibilities

The Governing Body will:

- Appoint a senior member of staff, from the leadership team to the role of Designated Safeguarding Lead (DSL). The DSL will take lead responsibility for safeguarding and child protection. Whilst the activities of the DSL can be delegated to appropriately trained deputies, (Deputy Designated Safeguarding Lead, DDSL), the lead responsibility for safeguarding and child protection remains with the DSL and cannot be delegated.
- Ensure that the role of DSL and DDSL is explicit in the role holder's job description (as outlined in Keeping Children Safe in Education, 2024 Annex C).
- Ensure that the DSL has the appropriate status and authority within the school to carry out the duties of the post. Give the DSL the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters. (See 'Keeping Children Safe in Education, 2024, Annex C). Ensure that the DSL and deputies have undertaken the two-day training provided by the Cambridgeshire Education Safeguarding Team and that this training is updated **at least every two years**.
- Ensure that in addition to the formal training set out above, the DSL and DDSLs refresh their knowledge and skills e.g. via updates, meetings or additional training **at least annually**.

- Ensure that every member of staff, paid and unpaid, and the Governing Body knows who the Designated Safeguarding Leads and Deputies are and the procedures for passing on concerns from the **point of induction**.

In relation to pupils at Holme Court School

Staff members are required to complete a welfare concern form via the electronic system Behaviour Watch which will automatically be submitted to the DSL/DDSLs immediately.

In relation to Cambridge International School

Staff members are required to email the DSL/DDSL as soon as possible including as much detail as possible

- Ensure that the DSL or DDSL are always available (during school hours, during term-time) to discuss any safeguarding concerns and that all staff are clear upon the course of action they must take if in exceptional circumstances the DSL and DDSL are not available.

The school has a Child Protection Team which consists of 4 fully trained members of staff.

It is therefore envisaged that this will ensure that a team member will be available at all times to discuss any safeguarding concerns in person.

In the unlikely event that this is not possible team members will be available via phone.

- ***details of any planned absences of CP team members are recorded in the weekly bulletin along with their location and contact number***
 - ***the staff bulletin is stored electronically on SharePoint and is available to all staff***
 - ***all staff have the mobile phone number of the DSL***
 - ***all staff are instructed to call 999 if they have a concern about a child's safety and cannot contact a member of the CP team immediately***
- Liaise with the three safeguarding partners (Local Authority, Integrated Care Board and police) as appropriate and work with other agencies in line with Working Together to Safeguard Children, 2023.
 - Act as 'governor' for safeguarding and child protection and undertake appropriate training.
 - Ensure that she and every member of staff knows:

- the name of the Designated Safeguarding Lead/Deputies and their role;
 - how to identify the signs of abuse and neglect and exploitation, understanding that children can be at risk of harm inside and outside of the school, inside and outside of home, and online
 - that children may not feel ready or know how to tell someone that they are being abused, exploited or neglected and/or they may not recognise their experiences as harmful
 - how to pass on and record concerns about a pupil/student
 - that they have an individual responsibility to be alert to the signs and indicators of abuse and exploitation; and for referring safeguarding concerns to the DSL/DDSL
 - what is meant by, and the importance of, showing professional curiosity
 - that they have a responsibility to provide a safe environment in which children can learn
 - where to find the Multi-Agency Procedures on the Safeguarding Children Partnership Board website
 - their role in the early help/ targeted support process
 - the process for making referrals to children's social care
 - the safeguarding response to children who are absent from education, particularly on repeat occasions and/or prolonged periods
 - the role of filtering and monitoring and the process for reporting issues
- Ensure all staff receive appropriate safeguarding and child protection training (including online safety which, amongst other things, includes an understanding of the expectations, applicable roles and responsibilities in relation to filtering and monitoring, at induction. The training should be **regularly updated**, as required, and at least annually, to continue to provide them with relevant skills and knowledge to safeguard children effectively.
 - Ensure that **all** staff recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies, including low level concerns and allegations against staff.
 - Ensure that parents are informed of the responsibility placed on the school and staff in relation to child protection by setting out these duties on the school website: www.holmecourt.com
 - Ensure that this policy is available publicly either via the school website www.holmecourt.com or as a hard copy in response to a written request.
 - Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who

have or have had a social worker are experiencing with teachers and school and college leadership staff.

- Where pupils are educated off site or in alternative provision, the school and the provider will have clear procedures about managing safeguarding concerns between the two agencies. Where the school places a pupil with an alternative provision provider, it continues to be the responsible for the safeguarding of that pupil and must be satisfied that the placement meets the pupil's needs.
 - Written confirmation that the alternative provider has carried out appropriate safeguarding checks on individuals working at the establishment
 - A copy of the provider's safeguarding and child protection policy
 - The name and contact details of the provider's DSL and most recent training dates will all be sought by the school

Multi-Agency Working

The school will:

- Work to develop effective links with relevant services to promote the safety and welfare of all pupils/students.
- Co-operate as required, in line with 'Working Together to Safeguard Children,' (2023), with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups.
- Notify the relevant Social Care Team immediately if:
 - it should have to exclude a pupil who is subject to a Child Protection Plan (whether fixed term or permanently)
 - there is an unexplained absence of a pupil who is subject to a Child Protection Plan
 - there is any change in circumstances to a pupil who is subject to a Child Protection Plan
- When a pupil who is subject to a Child Protection Plan leaves the school, information will be transferred to the new school immediately. The Child Protection Chair and Social Care Team will also be informed.

Record Keeping

The school will:

- Keep clear, detailed, accurate, written records of concerns about children, even where there is no need to refer the matter to Children's Social Care immediately.

- Records should include:
 - ✓ a clear and comprehensive summary of the concern;
 - ✓ the child's wishes and feelings;
 - ✓ details of how the concern was followed up and resolved;
 - ✓ a note of any action taken, decisions reached and the outcome.
 - ✓ a record of any discussion/communication with parents, other agencies etc

Hardcopy safeguarding files (historic) are kept confidential and stored securely in a locked filing cabinet.

Electronic records are stored on an identified, purpose-built, secure platform- Behaviour Watch.

- Ensure all relevant safeguarding records are sent to the receiving school or establishment when a pupil moves schools, within five days, in accordance with 'Keeping Children Safe in Education, 2024, (page 173) and the Cambridgeshire Education Safeguarding Team's Guidance on Keeping and Managing Child Safeguarding Records.

The DSL will consider whether it would be appropriate to share information with the new school/college in advance of a child leaving.

- Make parents aware that such records exist except where to do so would place the child at risk of harm.
- Ensure all actions and decisions are led by what is considered to be in the best interests of the child and rationales are included for all discussions and decisions made.

Confidentiality and information sharing

Information about children and their families is defined as 'special category data', i.e. information that identifies a living individual.

Collection, storage and sharing of personal data is governed by the UK General Data Protection Regulations (UK GDPR) and the Data Protection Act 2018.

The school will:

- Ensure staff and volunteers adhere to confidentiality protocols and that information is shared appropriately.
- Ensure staff are aware that they have a professional responsibility to share information with other agencies in order to safeguard children, (as set out in 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, May 2024).
- Ensure that if a member of staff receives a Subject Access Request (under the Data Protection Act 2018) from a pupil or parent they will refer the request to the DSL or Headteacher.

- Ensure staff are clear with children that they cannot promise to keep secrets.

The Designated Safeguarding Lead/Deputies will:

- Disclose information about a pupil to other members of staff on a 'need to know' basis, considering what is necessary, proportionate and relevant. Parental consent may be required.
- Aim to gain consent to share information and be mindful of situations where to do so would place a child at increased risk of harm. Information may be shared without consent where to do so might place the child or another person at immediate risk of harm or prejudice the prevention or detection of crime.
- Record when decisions are made to share or withhold information, who information has been shared with and why. (See 'Working Together to Safeguard Children,' DfE 2023).
- In cases where the 'serious harm test' is met, schools must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the UK GDPR. Where in doubt schools should seek independent legal advice.
- Seek advice about confidentiality from outside agencies if required. (See 'Information sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers,' DfE, May 2024).

Communication with Parents/Carers

The school will:

- Ensure that parents/carers are informed of the responsibility placed on the school and staff in relation to child protection by setting out its duties in the school prospectus/website.

The school's Statement of Safeguarding and Child Protection is available on the school website www.holmecourt.com and is also available from Cambridgeshire Education Safeguarding Team upon receipt of a written request.

- Undertake appropriate discussion with parents/carers prior to involvement of another agency unless the circumstances preclude this action.
- Record what discussions have taken place with parents or if a decision has been made not to discuss it with parents, for example if the school/college believes that notifying parents could place the child or another person at immediate risk of harm or prejudice the prevention or detection of crime, the rationale must be recorded. Records may subsequently be disclosable to relevant partner agencies if Child Protection proceedings commence.

Child-on-Child Abuse

We recognise that child-on-child abuse can manifest itself in many ways. This can include but is not limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse within intimate partner relationships
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
- sexual violence and sexual harassment
- consensual and non-consensual sharing of nudes and semi-nudes images and/or videos
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- upskirting part of the Voyeurism (Offences) Act, April 2019)
- initiation/ hazing type violence and rituals.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future.

All forms of child-on-child abuse are unacceptable and will be taken seriously.

The school will therefore:

- Create a whole school protective ethos in which child-on-child abuse, including sexual violence and sexual harassment will not be tolerated.
- Provide training for staff about recognising and responding to child-on-child abuse, including raising awareness of the gendered nature of peer abuse, with girls more likely to be victims and boys perpetrators.
- Ensure that staff do not dismiss instances of child-on-child abuse, including sexual violence and sexual harassment as an inevitable part of growing up or 'banter'.
- Include within the curriculum, information and materials that support children in keeping themselves safe from abuse, including abuse from their peers and online.
- Provide high quality Relationship and Sex Education (RSE) and/or enrichment programmes including teaching about consent.
- Ensure that staff members follow the procedures outlined in this policy when they become aware of child-on-child abuse, referring any concerns of child-on-child abuse to the Designated Safeguarding Lead (or deputy) in line with safeguarding procedures.

- Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with special educational needs and disabilities (SEND) and LGBT children are at greater risk. School will ensure that these children have a trusted adult in school to talk to.
- Recognise the risk of intra familial harm and provide support to siblings following incidents when necessary.
- The Designated Safeguarding Lead will refer to the relevant LA Safeguarding Children Partnership Board's criteria if there is a concern that a young person may be displaying sexually harmful behaviours.

The Cambridgeshire assessment tool will be used – unless an alternative method is provided by other relevant LAs.

[ChildSexualBehaviourAssessmentTool.pdf\(safeguardingcambspeterborough.org.uk\)](https://www.cambridgeshire.gov.uk/media/1000000000/ChildSexualBehaviourAssessmentTool.pdf(safeguardingcambspeterborough.org.uk))

Dealing with Sexual Violence and Sexual Harassment between children

Sexual violence and sexual harassment can occur between two children of any age and sex from primary to secondary stage and into colleges.

It can also occur wholly online, concurrently online and offline, or technology may be used to facilitate offline abuse. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and face to face (both physically and verbally) and are never acceptable.

The school will:

- Make it clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated.
- Provide training for staff on how to manage a report of sexual violence or sexual harassment.
- Make decisions on a case-by-case basis.
- Reassure victims that they are being taken seriously, offer appropriate support and take the wishes of the victim into account when decision making.
- Implement measures to keep the victim, alleged perpetrator and if necessary other children and staff members, safe. Record any risk assessments and keep them under review.

- Give consideration to the welfare of both the victim(s) and perpetrator(s) in these situations.
- Liaise closely with external agencies, including police and social care, when required.
- Refer to 'Keeping Children Safe in Education - Part Five', 2024, for full details of procedures to be followed in such cases. Also see 'Sharing nudes and semi-nudes: advice for education settings working with children and young people' (UKCIS, March 2024).

8 Supporting children

The school recognises that **any** child may be subject to abuse and that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation and as such will support all children by:

- Providing curricular opportunities to encourage self-esteem and self-motivation.
- Creating an ethos that actively promotes a positive, supportive and safe environment and values the whole community.
- Applying the school's behaviour policy effectively. All staff will agree on 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 ensure that the pupil knows that some behaviour is unacceptable, but s/he is valued and not to be blamed for any abuse which has occurred.
- Liaising with the senior mental health lead where safeguarding concerns are linked to mental health in school/college for advice on case management.
- Liaising with other agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services, Emotional Health and Wellbeing Service, Cambridgeshire Sexual Behaviour Service or Early Help (Targeted Support) Teams.
- Promoting supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- The school recognises that whilst **any** child may benefit from early help, staff are encouraged to consider the wider environmental factors present in a child's life which could pose a threat to their welfare or safety, (contextual safeguarding). Staff are required to be particularly alert to the potential need for early help for children in particular circumstances.

Please see page 9 of Keeping Children Safe in Education, 2023 for the complete list.

The list includes:

Children with Disabilities, Certain Health Conditions, Additional Needs or Special Educational Needs

We recognise that, statistically, children with additional needs, special educational needs, emotional and behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse.

Holme Court School is a specialist provision which supports pupils with dyslexia and associated specific learning difficulties. All pupils at the school have recognised special educational needs and the majority an Education, Health and Care Plan and multi-agency planning and involvement to support integrated care.

All pupils are particularly vulnerable. While it does not accept pupils whose main presenting need is SEMH, many pupils at the school have suffered bullying from adults and peers in previous settings and have low self-esteem as a result of their academic needs. The school will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self-esteem as part of an overall behaviour support plan agreed with parents/carers.

As part of the PSHE curriculum staff will teach children personal safety skills commensurate with their age, ability and needs. Children will be taught personal safety skills such as: how to recognise if they are feeling unsafe including within family relationships and friendships; how to ask for help; the difference between safe and unsafe secrets; the difference between safe and unsafe physical contact; and how to recognise and manage risk including online. The content of lessons will be shared with parents/carers so that these skills can be supported at home.

The school has pupils who may have communication difficulties and we are aware that they are vulnerable to abuse because they are unable to express themselves to others. Instead, such children will often exhibit changes in behaviours or signs and indicators of abuse recognised by staff with a good knowledge of the child.

Under the Equality Act, there is also a duty to make reasonable adjustments for disabled children and young people.

We promote high standards of practice, including ensuring that disabled children know how to raise concerns, and have access to a range of adults with whom they can communicate.

Young Carers

The school recognises that children who are living in a home environment which requires them to act as a young carer for a family member or a friend, who is ill,

disabled or misuses drugs or alcohol can increase their vulnerability and that they may need additional support and protection.

School will: seek to identify young carers; offer additional support internally; signpost to external agencies; be particularly vigilant to the welfare of young carers and follow the procedures outlined in this policy, referring to Early Help or Social Care as required if concerns arise.

Children at Risk of Criminal Exploitation

Criminal exploitation of children is a form of harm that is a typical feature of county lines activity. Drug networks or gangs exploit children and young people to carry drugs and money from urban areas to suburban and rural areas. Exploitation can occur even if activity appears to be consensual.

All staff will consider whether children are at risk of abuse or exploitation in situations outside their families. These are referred to as Extra-Familial Harms/Contextual Safeguarding and /or Risks Outside the Home.

School will address indicators of child criminal exploitation with staff through training. Staff will follow the procedures outlined in this policy if concerns of criminal exploitation arise.

The Designated Safeguarding Lead will complete Safeguarding Children Partnership Board's Contextual Risk Screening Tool Cambridgeshire and Peterborough Safeguarding Partnership Board (safeguardingcambspeterborough.org.uk) or other LA equivalent where necessary and will refer to Social Care if there is a concern that a young person may be at risk of criminal exploitation.

The school recognises that young people who go missing can be at increased risk of child criminal exploitation, modern slavery and/or trafficking and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.

Children at Risk of Child Sexual Exploitation

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

CSE 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.

Potential indicators of sexual exploitation will be addressed within staff training, including raising awareness with staff that some young people who are being sexually exploited do not show any external signs of abuse and may not recognise it as abuse. Staff will follow the procedures outlined in this policy if concerns of child sexual exploitation arise.

The Designated Safeguarding Lead will complete the Safeguarding Children Partnership Board's [Exploitation Risk Assessment and Management Tool](#) and refer to Social Care if there is a concern that a young person may be at risk of CSE.

The school recognises that young people who go missing can be at increased risk of sexual exploitation and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.

At Holme Court School we work in partnership with Cambridgeshire Police and Cambridgeshire County Council to identify and provide appropriate support to pupils who have gone missing through the Operation Encompass scheme. Cambridgeshire's Education Safeguarding Team will share police information of missing child episodes with the Designated Safeguarding Lead(s) (DSL). On receipt of any information, the DSL will decide on the appropriate support the child may require. The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information.

For pupils from other local authorities, the relevant police force and county council will be contacted.

Children Frequently Absent from Education

School recognises that unexplainable and/or persistent absences from education, can act as a warning sign of a range of safeguarding possibilities including abuse, neglect, child sexual exploitation and child criminal exploitation, modern slavery, mental health problems, risk of substance abuse, risk of travelling to conflict zones, and risk of FGM or forced marriage.

The school monitors and follows up on the attendance of individual pupils closely, as outlined in the Attendance Policy, and analyses patterns of absence to aid early identification of concerning patterns of absence.

The school endeavors to hold more than one emergency contact for each pupil to provide additional options to make contact with a responsible adult when a child who is absent from education is identified as a welfare and/or safeguarding concern.

When a child is absent from education, the school follows the procedure as set out in Cambridgeshire's Children Missing from Education guidance.

For pupils attending from other local authorities, the relevant guidance will be sought.

The school will inform Social Care if a child who is absent from education is subject to a Child Protection Plan or there have been ongoing concerns.

Children Misusing Drugs or Alcohol

The discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse is not necessarily sufficient in itself to initiate child protection proceedings, the school will consider such action in the following situations:

When there is evidence or reasonable cause:

- To believe the young person's substance misuse may cause him or her to be vulnerable to other abuse such as sexual abuse;
- To believe the pupil's substance related behaviour is a result of abuse or because of pressure or incentives from others, particularly adults;
- Where the misuse is suspected of being linked to parent/carer substance misuse.
- Where the misuse indicates an urgent health or safeguarding concern
- Where the child is perceived to be at risk of harm through any substance associated criminality

Children Living with Substance Misusing Parents/Carers

Misuse of drugs and/or alcohol is strongly associated with Significant Harm to children, especially when combined with other features such as domestic violence.

When the school receives information about drug and alcohol abuse by a child's parents/carers they will follow appropriate procedures.

This is particularly important if the following factors are present:

- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children
- Children exposed to unsuitable caregivers or visitors, e.g. customers or dealers
- The effects of alcohol leading to an inappropriate display of sexual and/or aggressive behaviour
- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
- Disturbed moods as a result of withdrawal symptoms or dependency
- Unsafe storage of drugs and/or alcohol or injecting equipment
- Drugs and/or alcohol having an adverse impact on the growth and development of the unborn child

Children Living with Domestic Abuse

The Domestic Abuse Act 2021 applies to those aged 16 or over and introduces the first ever statutory definition of domestic abuse and recognises the impact of

domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing 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.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16).

Domestic Abuse is defined as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are 'personally connected' regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse: psychological, physical, sexual, financial and emotional, coercive or controlling behaviour.

The school recognises that where there is Domestic Abuse in a family, the children/young people will always be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships. Domestic Abuse can also affect children in their personal relationships as well as in the context of home life.

Staff will follow the procedures outlined in this policy if concerns of Domestic Abuse arise. The school will vigilantly monitor the welfare of children living in domestic abuse households, offer support to them and contribute to any Multi-Agency Risk Assessment Conference (MARAC) safety plan as required.

At Holme Court School we work in partnership with Cambridgeshire Police and Cambridgeshire County Council to identify and provide appropriate support to pupils who have experienced domestic abuse in their home; this scheme is called Operation Encompass.

In order to achieve this, Cambridgeshire's Education Safeguarding Team will share police information of all domestic incidents to which Police have been called, where one of our pupils has been present, with the Designated Safeguarding Lead(s) (DSL)/Domestic Abuse (DA) Lead.

On receipt of any information, the DSL/DA Lead will decide on the appropriate support the child may require. The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information. All information sharing and resulting actions will be undertaken in accordance with the 'Cambridgeshire and Peterborough *Joint Agency Protocol for Domestic Abuse – Notifications to Schools, Colleges and Early Years settings*'.

Children at risk of 'Honour- Based' Abuse (HBA) including Female Genital Mutilation (FGM)

Honour-Based Abuse can be defined as:

'An incident or pattern of violence, threats of violence, intimidation, coercion, control or abuse (including but not limited to psychological, physical, sexual, economic, spiritual, faith-related or emotional abuse) motivated by the perpetrator's perception that an individual has shamed or may shame, the perpetrator, the family, or community or has otherwise broken, or may break, the perceived norms of the community's accepted behaviours, including by speaking out about the abuse and where the perception of shame may also prevent a victim from accessing support or help.'

The school takes these concerns seriously and staff are made aware of the possible signs and indicators that may alert them to the possibility of HBA through training. Staff are required to treat all forms of HBA as abuse and follow the procedures outlined in this policy.

The Marriage and Civil Partnership (Minimum Age) Act 2023 bans marriage for 16 and 17-year-olds, who no longer will be allowed to marry or enter a civil partnership, even if they have parental consent, as the legal age of marriage rises to 18.

It is now illegal and a criminal offence to exploit vulnerable children by arranging for them to marry, under any circumstances whether or not force is used.

School will manage any concerns relating to forced marriage sensitively and will report concerns immediately via the procedures outlined in this policy.

FGM is a procedure involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK. Any indication that a child is at risk of FGM, where FGM is suspected, or where the woman is under 18, will be dealt with under the child protection procedures outlined in this policy. Staff will report concerns to the DSL, who will make appropriate and timely referrals to social care. In these cases, parents will not be informed before seeking advice and the case will still be referred to social care even if it is against the pupil's wishes.

In accordance with the Female Genital Mutilation Act (2016), it is a statutory duty for teachers in England and Wales to report 'known' cases of FGM in under-18s which they identify in the course of their professional work to the police. Teachers should still consider and discuss any such case with the DSL and involve social care as appropriate, but the teacher will personally report to the police that an act of FGM appears to have been carried out.

Children who have returned home to their family from care

The school recognises that a previously looked after child potentially remains vulnerable. School will vigilantly monitor the welfare of previously looked after children, keep records and notify Social Care as soon as there is a recurrence of a concern in accordance with the Cambridgeshire and Peterborough Safeguarding Children Partnership Board Multi-Agency Procedures.

Children showing signs of Abuse, Neglect and/or Exploitation

School recognises that experiencing abuse, neglect or exploitation may have an adverse impact on those children which may last into adulthood without appropriate intervention and support. School may be the only stable, secure and predictable element in the lives of children at risk. Children who have experienced abuse, neglect or exploitation may display this through their own behaviour, which may be challenging and defiant or passive and withdrawn. We recognise that children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside of these environments. All staff, but especially the Designated Safeguarding Lead (and Deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines and radicalisation.

School will provide training for staff to ensure that they have the skills to identify and report cases, or suspected cases, of abuse in accordance with the procedures outlined in this policy.

Children at Risk of Radicalisation

Children are susceptible to extremist ideology and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from this risk should be a part of a school or colleges safeguarding approach.

The Governing Body will ensure that a DSL has undertaken Prevent Lead training (which is updated every two years) and that all staff receive training about the Prevent Duty.

The following members of staff are the Prevent Leads and have undertaken Prevent Lead training:

- *Anita Laws*
- *Gill Ingram*

Staff are required to be alert to changes in children's behavior which could indicate they need help or protection. Concerns that a child is at risk of radicalisation are referred to the DSL in the usual way. The school's Designated Safeguarding Lead (and Deputies) must be aware of local procedures for making a Prevent referral using the Prevent National Referral Form found on the Cambridgeshire and Peterborough Safeguarding Board website.
National Prevent referral form (safeguardingcambspeterborough.org.uk)

See also 'The Prevent Duty Guidance: for England and Wales,' HM Government, (March 2024).

Privately Fostered Children

Private fostering is when a child under the age of 16, (under 18 if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or relative, in their own home for 28 days or more.

The school will follow the mandatory duty to inform the local authority of any 'Private Fostering' arrangements and refer to the Fostering Recruitment and Assessment Team.

Children who have Family Members in Prison

The school is committed to supporting children and young people who have a parent or close relative in prison and will work with the family to find the best ways of supporting the child.

The school recognises that children with family members in prison are at risk of poor outcomes including: poverty, stigma, isolation, poor mental health and poor attendance.

The school will treat information shared by the family in confidence and it will be shared on a 'need to know' basis.

The school will work with the family, specialist organisations and the child to minimise the risk of the child not achieving their full potential.

10 Preventing unsuitable people from working with children

The school will operate safer recruitment practices including ensuring appropriate DBS and reference checks are undertaken according to Part Three of 'Keeping Children Safe in Education', 2024. This section should be read in conjunction with the school's Safer Recruitment Policy.

The Governing Body will ensure that at least one of the persons who conducts an interview has completed safer recruitment training.

The following members of staff have undertaken Safer Recruitment training:

- *Anita Laws*
- *Gill Ingram*

Allegations that may meet the harms threshold (Part Four, Section One)

Any allegation of abuse made against teachers, (including supply staff, other staff, volunteers and contractors) that meets the harms threshold as set out in Keeping Children Safe in Education, 2024, Part Four, Section One, will be reported straight away to the Head Teacher.

''
In cases where the Head Teacher is the subject of an allegation, it will be reported to the Governing Body. The school will follow the procedures set out in Part Four of 'Keeping Children Safe in Education', 2024.

The school will consult with the Local Authority Designated Officer (LADO) in the event of an allegation being made against a teacher, member of supply staff or other staff, volunteer or contractor and adhere to the relevant procedures set out in 'Keeping Children Safe in Education', 2024, Part Four and the school's HR Policies, and seek advice from their HR consultants (Croner-Bright HR)

The Headteacher or Governing Body will ensure that all allegations are reported to the LADO within one working day. The LADO will advise on all further action to be taken.

Before contacting the LADO, the school will conduct basic enquiries in line with local procedures to establish the facts to help them determine whether there is any foundation to the allegation, being careful not to jeopardise any future police investigation. The School will use the guidance chart found at Appendix B to support their decision-making.

Where the School identify a child has been harmed, that there may be an immediate risk of harm to a child or if the situation is an emergency, they will contact children's social care and as appropriate the police immediately.

School will consider:

- **Looking after the welfare of the child** - the Designated Safeguarding Lead (or Deputy) is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the local authority children's social care.
- **Investigating and supporting the person subject to the allegation** - the case manager should discuss with the LADO, the

nature, content and context of the allegation, and agree a course of action.

The school will ensure that any disciplinary proceedings against staff, supply staff or volunteers relating to child protection matters are concluded in full even when the member of staff, supply staff or volunteer is no longer employed at the school and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

Staff (including supply staff and volunteers) who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension should not be an automatic response when an allegation is reported. However, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.

Concerns that do not meet the harms threshold (Part Four, Section Two)

Low level concerns that do not meet the harms threshold should be reported to the Designated Safeguarding Lead NB: The term low level does not mean that it is insignificant, it means that the behaviour towards a child does not meet the harms test.

In cases where the Head Teacher is the subject of an allegation, it will be reported to the Governing Body. The school will follow the procedures set out in Part Four, Section Two of 'Keeping Children Safe in Education', 2024.

The school will deal with any such concern, no matter how small, where an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

All low-level concerns should be recorded in writing. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.

Schools and colleges can decide where these records are kept, but they must be kept confidential, held securely and comply with the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR).

All information relating to low level concerns about staff are kept as in electronic form and are stored on the School's secure HR platform Bright HR.

The school will promote an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. This will enable the school to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the school/college are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

School will ensure that **all** staff, including supply staff, volunteers and contractors, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the Local Authority's Code of Conduct: 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' (February 2022). As part of the Induction process, all staff, including supply staff, volunteers and contractors, will receive guidance about how to create appropriate professional boundaries (both online and offline) with all children, especially those with a disability or who are vulnerable. Staff are encouraged to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards.

All staff have signed to confirm that they have read the 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' (February 2022).

The school will ensure that staff, supply staff and volunteers are aware that sexual relationships with pupils 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).

11 Other related policies and procedures

Use of Mobile Phones and other Smart Devices Policy

Our policy on use of mobile phones and other smart devices, cameras and sharing of images is set out in a separate document and is reviewed annually. It is recognised that personal mobile phones have the potential to be used inappropriately and therefore the school has developed a policy to outline the required protocol for all staff, students, volunteers and parents/carers.

12 Governing Body safeguarding responsibilities

The Governing Body should ensure she facilitates a whole school approach to safeguarding. This means ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development. Ultimately, all systems, processes and policies should operate with the best interests of the child at their heart.

The Governing Body fully recognises her responsibilities with regards to safeguarding and promoting the welfare of children. She aims to ensure that the policies, procedures and training in school are effective and comply with the law and government guidance at all times.

She will:

- Take leadership responsibility for the school's safeguarding arrangements and practice and champion safeguarding issues.
- Complete appropriate governor safeguarding and child protection (including online) training. This training will equip her with the knowledge to provide strategic challenge to test and assure herself that the safeguarding policies and procedures in place in the school are effective and support the delivery of a robust whole school approach to safeguarding. This training will be regularly updated.
- Ensure she is aware of her obligations under the Human Rights Act 1998, the Equality Act 2010, the Public Sector Equality Duty and the local multi-agency safeguarding arrangements.
- Ensure an annual safeguarding report (Annual Safeguarding Monitoring Report for Governors) produced, discussed and copied to the Education Safeguarding Team. Any weaknesses will be rectified without delay.
- Ensure that this Safeguarding and Child Protection policy is annually reviewed, ratified, updated and understood and followed by all staff.
- Ensure that this Safeguarding and Child Protection Policy is published on the school website.
- Ensure that children's exposure to potential risks while using the internet is limited by having in place age-appropriate filtering and monitoring systems and ensure the effectiveness is regularly reviewed.
- Ensure children's wishes and feelings are taken into account where there are safeguarding concerns.

Use of school premises for non-school activities

If the Governing Body provides extended school facilities or before or after school activities directly under the supervision or management of school staff, the school's arrangements for safeguarding as written in this policy shall apply.

Where services or activities are provided separately by another organisation or individual, either on or off school site, the Governing Body will seek assurance that they have appropriate policies and procedures in place to keep children safe and there are arrangements to liaise with the school on these matters where appropriate.

The Governing Body will use the guidance on 'Keeping children safe in out-of-school settings' (September 2023) which details the safeguarding arrangements that schools and colleges should expect these providers to have in place.

The Governing Body will also ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises: an that failure to comply with this would lead to termination of the agreement.

13 Monitoring and review

This policy is reviewed annually, and updated in the interim, as may be required, to ensure that it continually addresses the risks to which pupils are/or may be exposed.

14 Links to other policies

This is the school's overarching policy for any issue that could be considered as a safeguarding- child protection. It is however one of a suite of policies and procedures which encompass the safeguarding responsibilities of the school.

It relates to, and should be read alongside the school's:

- Acceptable use policy
- Anti-Bullying (including cyber-bullying)
- Attendance Policy
- Behaviour Policy
- Child-on-Child Abuse Policy and Guidance Document
- Complaints Policy
- Contractors on Site Policy
- Critical Incident Pan
- Equality Policy
- First Aid Policy
- GDPR Policy
- Health & Safety Policy
- Health & Safety Management System
- Lone Working Policy and risk assessment
- Online Safety and Acceptable Use Policy
- Physical Intervention Policy
- Protocol for children not collected from school at the end of the school day/activity
- Responding to Prejudice Related Incidents Policy and Guidance Document
- Retention of Records Policy
- Safer Recruitment Policy
- Shared Use of Site Policy and agreed Protocols

- Staff Code of Conduct
- Staff Discipline and Grievance Procedures
- Staff HR Handbook
- Staff Induction Policy and Procedures
- Use of Mobile Phone and Other Smart Devices Policy
- Whistle Blowing Policy

15 Policy administration

Version Number	7.0
Date of review/update	August 2024
Date ratified	The Governing Body June 2025
Date of issue	June 2025
Electronic copy of this policy	SharePoint- staff Team/Staff/HR/policies School website www.holmecourt.com
Hard copy available	Red School CP file in admin office
Distribution	All staff, volunteers and parents
Date of next review	August 2025 or sooner if changes to legislation or guidance
Person responsible for review	Head Teacher

	Ratified	Date
Head Teacher	Anita Laws	01/09/2024
The Governing Body	Carrie Askew	June 2025

Reporting Child Protection Concerns

If you are concerned that a pupil is in imminent risk of harm
 call 999 or NSPCC Child Protection Helpline 0808 800 5000

If a child is not in immediate danger, but you are still concerned about then see the list of contacts below:

Bedfordshire

Role	Name/details	Contact
Access and Referral Hub-support and advice and to make a referral;	0300 3008585 Mon-Thurs 8.45-5.20pm Fridays 8.45-4.20pm	www.Forms.centralbedfordshire.gov.uk
Out of hours emergency duty team	0300 3008123	Cs.accessandreferral@centralbedfordshire.gov.uk
Local Authority Designated Officer (LADO)	Sandeep Mohan	LADO@bedford.gov.uk
Local Authority Prevent Co-ordinator	Stephanie Golby	Stephanie.Golby@luton.gov.uk National Prevent Referral form from Bedfordshire Safeguarding Partnership website
Bedfordshire police		01234 841212 or 101

Cambridgeshire

Role	Name/details	Contact
Customer Service Centre Children's social care referrals	03450 455203 Mon-Friday 8am-6pm	
Out of hours Children's social care team	01733 234724	
Early Help Hub (EHH) - Targeted Support Service	01480 376666	
Education Child Protection Team		ecps.general@cambridgeshire.gov.uk
Education Child Protection Lead	Sara Rogers 01223 729045	Sara.rogers@cambridgeshire.gov.uk

	0799- 936820	
Local Authority Designated Officer (LADO)	01223 727967	LADO@cambridgeshire.gov.uk
Local Authority Prevent Team	01480 422277	prevent@cambs.police.uk National Prevent Referral form from Cambridgeshire and Peterborough Safeguarding Partnership website
Cambridgeshire Police	Parkside Police station 01223 358966	

Essex

Role	Name/details	Contact
Children and Families Hub	0345 603 7627 Mon-Thursday 8.45am-5pm Fridays 8.45-4.15pm	
Children and Families out of hours emergency Duty Team	0345 606 1212 out of hours	Emergency.dutyteamoutofhours@essex.gov.uk
Local Authority Designated Officer (LADO)	03330 139 797 In emergency out of hours 0345 606 1212	LADO@essex.gov.uk Emergency.dutyteamoutofhours@essex.gov.uk
Local Authority Prevent Co-ordinator	01245 452 196	
Essex Police	Harlow Police station 01245 491491	

Hertfordshire

Role	Name/details	Contact
Children's social care team	03001 234043 any time	eservices.hertfordshire.gov.uk/services/child_protection-referral
Children's social care team out of hours		
Local Authority Designated Officer (LADO)		LADO@hertfordshire.gov.uk
Local Authority Prevent Co-ordinator		
Hertfordshire Police	101	

Norfolk

Children's social care team	0344 800 8020	educationsafeguarding@norfolk.gov.uk
Children's social care team out of hours	03456 061212 out of hours	
Senior Advisor Safeguarding	Kelly Waters 01603 307729	Kelly.waters@norfolk.gov.uk
Safeguarding support officer	Victoria Hancox 01603 223188	educationsafeguarding@norfolk.gov.uk
Operation Encompass Support Worker	Ella Cannell	operationencompass@norfolk.gov.uk
Local Authority Designated Officer (LADO)		LADO@norfolk.gov.uk
Local Authority Prevent Co-ordinator		
Norfolk Police	101	

Milton Keynes

Multi-agency safeguarding hub For advice or to make a referral	01908 253169 01908 253170 Mon-Thurs 9-5.00pm Fri 9-4.30pm	children@milton-keynes.gov.uk
Children's social care team out of hours		
Local Authority Designated Officer (LADO)		LADO@milton-keynes.gov.uk
Local Authority Prevent Co-ordinator		
Milton Keynes Police	101	

Suffolk

Professional consultation line- advice from MASH social worker	0345 6061499	
Multi Agency Safeguarding Hub	03456 061499 Mon-Thurs 9-5.00pm Fri 9-4.25pm	
Customer First-urgent referrals	0800 917 1109	
Children's social care team out of hours	03456 061212 out of hours	
Local Authority Designated Officer (LADO)	0300 123 2944	LADO@suffolk.gov.uk

Local Authority Prevent Co-ordinator		National Prevent Referral form from Suffolk Safeguarding Partnership website
Suffolk Police	101 01473 613500	suffolk.police.uk

Key Safeguarding/ Child Protection Guidance Documents

All of the documents listed below can be found on the SharePoint Staff Team/staff/child protection/key documents.

"Keeping Children Safe in Education: Statutory guidance for schools and colleges" (September 2024)

"Keeping children safe during community activities, after-school clubs and tuition: non-statutory guidance for providers running out-of-school settings" (April 2022)

"Guidance for Safer Working Practice for those working with children and young people in education settings" (February 2022)

"Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers" (May 2024)

"Meeting digital and technology standards in schools and colleges, Filtering and monitoring standards for schools and colleges" (March 2023)

"The Prevent duty: an introduction for those with safeguarding responsibilities - GOV.UK (www.gov.uk) (Jun 2023)

"Prevent Duty Guidance: for England and Wales" (March 2024)

"Sharing nudes and semi-nudes: advice for education settings working with children and young people" (UKCIS, March 2024)

"What to do if you're worried a child is being abused: Advice for practitioners" (March 2015)

"When to Call the Police: guidance for schools and colleges," (National Police Chief Council)

"Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children" (December 2023)

Holme Court School Safeguarding Child Protection Training programme

Child Protection mandatory-all		
Cert Understanding FGM	TNC	1hr 10 mins
Annual Certificate in Prevent Duty 2024-2025	TNC	53mins
Understanding Forced Marriage	TNC	45 mins
Understanding Honour- based Abuse	TNC	1hr 8 mins
Cert in Understanding Criminal and Sexual Exploitation 2024-2025	TNC	3hrs 25 mins

Cert in Understanding child on child abuse and bullying between children and young people	TNC	1hr 52 mins
Primary PSHE Age-Appropriate Discussion of Gender Identification and Self-Awareness	TNC	1 hr
Keeping Children Safe in Education Part 1 Sept 2024	Reading+ Discussion face to face	45 mins
Cambridgeshire CP training	Face to face	2 hrs+
Staff roles and responsibilities including designated leads	Face to face	20 mins
Child Protection-Safeguarding Policy	Face to face	45mins
Whistle Blowing Policy	Face to face	30 mins
Peer on Peer Policy	Face to face	30 mins
Behaviour Watch	Face to face	30 mins
Sharing Site Policy and Procedures	Face to face	30 mins

Safeguarding/-Child Protection Leads		
Certificate in understanding County Lines	TNC	1hr 35 mins

GDPR- mandatory all		
Certificate in Data Protection and GDPR for Staff	TNC	1hr

GDPR- Child Protection Team		
Cert in Data Protection & GDPR for Senior Leaders 2023-2024	TNC	1 hr

National Charities and organisations

Victim Support

A national charity dedicated to helping anyone affected by crime – not just victims and witnesses, but friends, family and anyone else caught up in the aftermath.

Rape Crisis

A national charity offering confidential help, advice and a range of Rape Crisis Centres around the UK.

Galop

A national charity providing advice and support to members of the LGBT community.

Internet Watch Foundation

If the incident involves sexual images or videos that have been made and circulated online, the victim can be supported to get the images removed <https://iwf.org.uk>

Survivors UK

A national charity supporting men who have been raped or sexually assaulted.

Crimestoppers

A national charity with a free helpline for reporting crime anonymously.

Refuge

Refuge supports women, children and men with a range of services, including refuges, independent advocacy, community outreach and culturally specific services.

Women's Aid

Women's Aid is a national charity working to end domestic abuse against women and children.

Men's Advice Line

0808 801 0327 Confidential helpline for men experiencing domestic violence from a partner or ex-partner (or from family members).