



Homewood School & Sixth Form Centre

LEARNING • RESPECT • BELONGING



# SAFEGUARDING POLICY

Date approved by Governors  
November 2019

# HOMEWOOD SCHOOL & SIXTH FORM CENTRE

## Safeguarding Policy

This policy will be reviewed annually.

**DATE OF POLICY**                      **NOVEMBER 2019**

**DATE OF REVIEW:**                      **NOVEMBER 2020**

**Member of staff responsible for Policy:**

**Principal & Designated Safeguarding Lead**

**Signed**



**Principal**

**Signed**



**Chair of Governors**

# Homewood School & 6<sup>th</sup> Form Centre Child Protection Policy

## Key Contact Personnel in School

Designated Safeguarding Lead: Vicki English

Deputy Designated Safeguarding Lead(s):

Mrs Jane Ross-Smith

Mrs Hannah Jones

Miss Scarlett Faulkner

Named Safeguarding Governor: Mrs G Guthrie

**This is a core policy that forms part of the induction for all staff. It is a requirement that all members of staff, Governors and Volunteers have access to this policy and sign to say they have read and understood its contents.**

Date written: November 2019

Date agreed and ratified by Governing Body:  
November 2019

Date of next review: November 2020

**Based on Keeping Children Safe in Education (DfE guidance: Sept 2019), this policy will be reviewed at least annually and/or**

**following any updates to national and local guidance and procedures.**

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# What to do if you have a welfare concern in Homewood School

## Why are you concerned?

- For example
  - Allegation/ child shares a concern or worry
  - Indicators of abuse or neglect

## Immediately record your concerns (if urgent, speak to a DSL/Deputy DSL first)

- Follow the schools procedure ([insert details here](#))
  - Reassure the child
  - Clarify concerns if necessary (**TED**: **T**ell, **E**xplain, **D**escribe)
  - Use child's own words
  - Sign and date your records
  - Seek support for yourself if required from DSL

## Inform the Designated Safeguarding Lead or Deputy Safeguarding Lead

### Designated Safeguarding Lead

- Consider whether the child is at immediate risk of harm e.g. unsafe to go home
- Access the KSCB Support Level Guidance document and procedures: [www.kscb.org.uk](http://www.kscb.org.uk) (Website to change from 17.09.19 when KSCB becomes KSCMP)
- Refer to other agencies as appropriate e.g. Internal or community services, early help open access, LADO, Police or Request for Support for integrated childrens services
- If unsure then consult with Area Education Safeguarding Advisor (Insert name and contact information) or Local Authority Social Worker at Central Referral Unit

### If you are unhappy with the response

#### Staff:

- Follow local escalation procedures
- Follow Whistleblowing procedures

#### Pupils and Parents:

- Follow school complaints procedures available on the Homewood School Website.

## Record decision making and action taken in the pupil's Child Protection/safeguarding file

### Monitor

Be clear about:

- What you are monitoring e.g. behaviour trends, appearance etc.
- How long you will monitor
- Where, how and to whom you will feedback and how you will record

## Review and request further support (if necessary)

At all stages the child's circumstances will be kept under review  
The DSL/Staff will request further support if required to ensure the **child's safety is paramount**

## 1. Introduction and Ethos

- Homewood School & 6<sup>th</sup> Form Centre is a community and all those directly connected (staff, volunteers, governors, parents, families and pupils) have an essential role to play in making it safe and secure. Homewood School & 6<sup>th</sup> Form Centre recognises our statutory responsibility to safeguard and promote the welfare of all children.
- Homewood School & 6<sup>th</sup> Form Centre recognises the importance of providing an ethos and environment within school that will help children to be safe and feel safe. In our school children are respected and encouraged to talk openly.
- Our school core safeguarding principles are:
  - We are an important part of the wider safeguarding system for children.
  - It is our whole school responsibility to safeguard and promote the welfare of children.
  - All children (defined as those up to the age of 18) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
  - All children have a right to be heard and to have their wishes and feelings taken into account.
  - All our staff understand safe professional practice and adhere to our safeguarding policies.

## 2. Definition of Safeguarding

- “Safeguarding is not just about protecting children from deliberate harm. It includes a wide range of issues relating to pupils’ welfare, health and safety.” (Inspecting Safeguarding in Early Years, Education and Skills: Ofsted, 2019).  
Safeguarding and promoting the welfare of children (Keeping Children Safe in Education) is defined as:
  - Protecting children from maltreatment
  - Preventing impairment of children’s health or development
  - Ensuring that children grow up in circumstances consistent with the provision of safe and effective care.
  - Taking action to enable all children have the best outcomes
- All safeguarding policies will be reviewed on an annual (minimum) basis by the Local Governing Body which has responsibility for oversight of school safeguarding and child protection systems. The Designated Safeguarding Lead /Principal will ensure regular reporting on safeguarding activity and systems in school to the Local Governing Body. The Local Governing Body will not receive details of individual pupil situations or identifying features of families as part of their oversight responsibility.
- There are four main elements to our child protection policy
  - **Prevention** (e.g. positive, supportive, safe school culture, curriculum and pastoral opportunities for children, safer recruitment procedures);
  - **Protection** (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns);
  - **Support** (for all pupils, parents and staff, and where appropriate specific intervention for those who may be at risk of harm);
  - **Working with parents and other agencies** (to ensure appropriate communications and actions are undertaken).
- The procedures contained in this policy apply to all staff (including temporary staff and volunteers) and governors and are consistent with those of Kent Safeguarding Children Multi-Agency Partnership (KSCMP).

### 3. Context

- This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004 and related guidance. This includes:
  - DfE guidance Keeping Children Safe in Education 2019 (KCSIE)
  - Working Together to Safeguard Children 2018 (WTSC)
  - Ofsted: Education Inspection Framework' (2019)
  - Framework for the Assessment of Children in Need and their Families (2000)
  - Kent and Medway Safeguarding Children Procedures (Online)
  - Early Years and Foundation Stage Framework 2017 (EYFS)
- Section 175 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of all children who are pupils at a school, or who are students under 18 years of age. Such arrangements will have to have regard to any guidance issued by the Secretary of State.
- The school acknowledges that this policy recognises a range of specific safeguarding issues including (but not limited to):
  - Bullying (including cyberbullying)
  - Children with family members in prison
  - Children Missing Education (CME)
  - Child missing from home or care
  - Child Sexual Exploitation (CSE)
  - Child Criminal Exploitation (County Lines)
  - Domestic abuse
  - Drugs and alcohol misuse
  - Fabricated or induced illness
  - Faith abuse
  - Female Genital Mutilation (FGM)
  - Forced marriage
  - Gangs and youth violence
  - Gender based abuse and violence against women and girls
  - Hate
  - Homelessness
  - Honour based abuse
  - Human trafficking and modern slavery
  - Mental health
  - Missing children and adults
  - Online safety
  - Peer on peer abuse
  - Preventing radicalisation and extremism
  - Private fostering
  - Relationship abuse
  - Sexual Violence and Sexual Harassment
  - Upskirting
  - Youth produced sexual imagery or "Sexting"

(Also see Annex A within 'Keeping Children Safe in Education' 2019)

### 4. Related Safeguarding Policies

- We are aware that safeguarding is fundamental to the welfare of all the children in our care. This policy is therefore one of a series in the school's integrated safeguarding portfolio and should be read in conjunction with the policies as listed below:

- Ethos for Learning Policy, linked to the Use of Physical Intervention
- Searching, screening and confiscation
- Online Safety and Social Media
- Anti-Bullying
- Data Protection and Information Sharing
- Image Use
- Sex & Relationship Education
- Health and Safety
- Attendance
- Risk Assessments (e.g. school trips, use of technology)
- First Aid, Accidents and Intimate Care Protocols
- Managing Allegations Against Staff
- Staff Code of Conduct (including Acceptable Use of Technology)
- Safer Recruitment
- Whistleblowing

## 5. Key Responsibilities

- The local governing body, proprietor and management committees have read and will follow KCSIE 2019.
- The school has a nominated governor for safeguarding. The nominated governor will take the lead role in ensuring that the school has an effective policy which interlinks with other related policies; that locally agreed procedures are in place and being followed; and that the policies are reviewed at least annually and when required.
- The Local Governing Body, Principal and Leadership Team will ensure that the DSL is properly supported in their role.

### 5.1 Designated Safeguarding Lead (DSL)

- The school has appointed a member of the leadership team as the Designated Safeguarding Lead (DSL). The DSL has the overall responsibility for the day to day oversight of safeguarding and child protection systems in school.
- The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. The DSL and any deputy DSL's training will be updated formally every two years, but their knowledge and skills will be updated through a variety of methods at regular intervals and at least annually.
- Deputy DSLs are trained to the same standard as the DSL. Whilst the activities of the DSL may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility will not be delegated.
- **It is the role of the DSL to:**
  - Act as the central contact point for all staff to discuss any safeguarding concerns
  - Maintain a confidential recording system for safeguarding and child protection concerns
  - Coordinate safeguarding action for individual children
    - In the case of Looked After Children the Deputy DSL Mrs Hannah Jones should have the details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

- Liaise with other agencies and professionals in line with WTSC 2018
- Ensure that locally established referral procedures are followed as necessary
- Represent, or ensure the school is appropriately represented at multi-agency safeguarding meetings (including Child Protection conferences)
- Manage and monitor the school's role in any multi-agency plan for a child.
- Be available during term time (during school hours) for staff in the school to discuss any safeguarding concerns
- In the event of an out of school hours or out of term activities if a member of the Safeguarding Team is not available follow the procedures on the posters around school remembering to record as specified and email the Safeguarding Team. Any concerns on a Trip or Visit call the Trips and Visits mobile number.
- Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2019) or as any specific need is identified by the school arises.

## 5.2 Members of Staff

All Homewood staff will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance Keeping Children Safe in Education and review this guidance at least annually as part of annual training.

### **All members of staff have a responsibility to:**

- Provide a safe environment in which children can learn.
- Be prepared to identify children who may benefit from early help.
- Understand the early help process and their role in it.
- Understand the school's safeguarding policies and systems.
- Undertake regular and appropriate training which is regularly updated and at least annually.
- Be aware of the process of making referrals to children's social care and statutory assessment under the Children Act 1989.
- Know what to do if a child tells them that he or she is being abused or neglected, including specific issues (e.g. FGM).
- Know how to maintain an appropriate level of confidentiality.
- Be aware of the indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection.

## 5.3 The Principal

- Will ensure that all staff including temporary staff and volunteers are informed of Homewood School systems which support Safeguarding including this Policy as part of their induction.
- Communicate this policy to parents as a child joins Homewood School and via the Website
- Ensure the DSL has appropriate time, funding, training and resources and there is always adequate cover if the DSL is absent.
- Ensure that all staff undertake appropriate Safeguarding Training and this is updated annually.
- Act as 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer.(Appendix 5)

## 5.4 The Local Governing Body

- The Local Governing Body will approve this policy at each review, ensure it complies with the law and hold the Principal to account for its implementation.
- The Local Governing Body will appoint a link governor to monitor the effectiveness of this policy in conjunction with the full governing board. This must be a different person to the DSL.

- The Chair of Governors will act as ‘case manager’ in the event that an allegation of abuse is made against the Principal.

## 5.5 Children and Young People

- **Children and young people (pupils) have a right to:**
  - Contribute to the development of school safeguarding policies
  - Receive help from a trusted adult.
  - Learn how to keep themselves safe, including online

## 5.6 Parents and Carers

- **Parents/carers have a responsibility to:**
  - Understand and adhere the relevant school/policies and procedures.
  - Talk to their children about safeguarding issues with their children & support the school in their safeguarding approaches.
  - Identify behaviours which could indicate that their child is at risk of harm including online and seek help and support from the school, or other agencies.

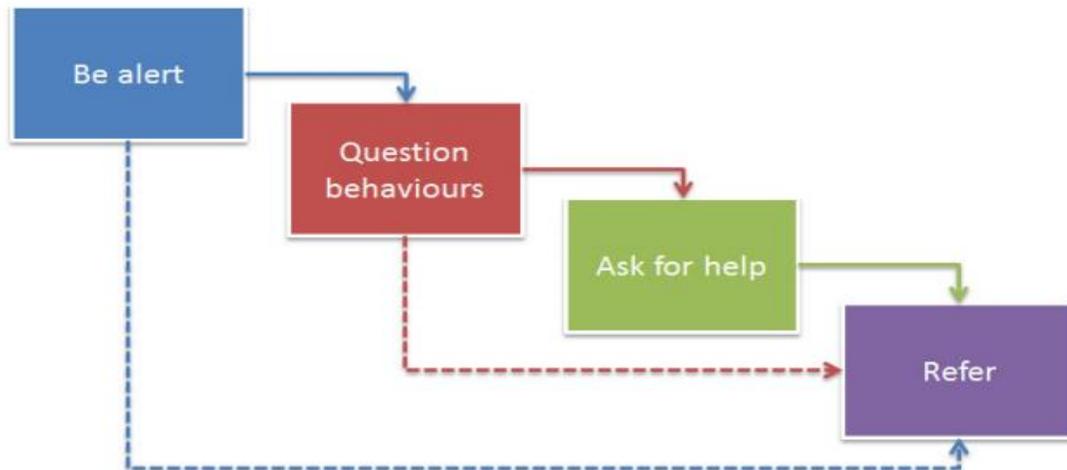
Parents can obtain a copy of the school Child Protection Policy and other related policies on request and can view them via the school website [www.homewood-school.co.uk](http://www.homewood-school.co.uk)

## 6. Recognition and Types of Abuse and Neglect

- All staff in Homewood School & 6<sup>th</sup> Form Centre should be aware of the definitions and indicators of abuse and neglect. There are four categories of abuse:
  - Physical abuse
  - Sexual abuse
  - Emotional abuse
  - Neglect
- Members of staff are aware that child welfare concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness.
- The warning signs and symptoms of child abuse and neglect can vary from child to child. Children also develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child.
- Parental behaviors’ may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviour; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.
- By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign doesn’t automatically mean a child is being abused.

## 7.Safeguarding and Child Protection Procedures

- Homewood School & 6<sup>th</sup> Form Centre adheres to the KSCMP Safeguarding Children Procedures. The full KSCMP procedures and additional guidance relating to specific safeguarding issues can be found on the KSCMP website [www.kscmp.org.uk](http://www.kscmp.org.uk)
- All members of staff are expected to be aware of and follow this approach:



- It may not always be appropriate to go through all four stages sequentially and if a child is in immediate danger or is at risk of harm, a request for support should be made immediately to Children’s Social Work Services and/or the police.

### **The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise and refer.**

- The DSL may seek advice or guidance from Area Education Safeguarding Advisor from the Education Safeguarding Service before making a decision regarding next steps. They may also seek advice or guidance from a social worker at the Front Door service.
- All members of staff are made aware of the internal and local early help support services. Where a child is being offered or receiving early help support, staff will be supported to understand their role in any early help assessment or intervention. This includes identifying emerging problems, liaising with other professionals, and in some cases acting as the lead practitioner.
- The DSL will keep all early help cases under constant review and consideration will be given to a request for support to the Front Door if the situation does not appear to be improving or is getting worse.
- All staff are aware of the process for making a request for support referrals for statutory assessments under the Children Act 1989, along with the role they might be expected to play in such assessments.
- **In all but the most exceptional circumstances, parents /carers will be made aware of the concerns for their child at the earliest possible stage.** In the event of a request for support to

the Front Door being necessary, parents/carers will be informed and consent to this will be sought in line with guidance provided by KSCB, unless there is a valid reason not to do so, for example if to do so would put a child at risk of harm or would undermine a criminal investigation.

- In the absence of the availability of the DSL to discuss an immediate and urgent concern, staff can seek advice from the Deputy DSL. They may also seek advice from the Education Safeguarding Service or via consultation with a social worker from the Front Door. If anyone other than the DSL makes a referral to external services, then they will inform the DSL as soon as possible.
- On occasion, staff may pass information about a child to the DSL but remain anxious about action subsequently taken. Staff should feel able to check the progress of a case with the DSL so that they can reassure themselves the child is safe and their welfare is being considered. If following this process, the staff member remains concerned it is the responsibility of that staff member to follow the school's escalation process.
- If a child's situation does not appear to be improving, then the DSL (or the person that made the request for support) will consider re-referral. Professional disagreements (escalation) will be responded to in line with the KSCB procedures and DSLs may request support via the Education Safeguarding Service.

## 8. Record Keeping

- Staff will record any welfare concern that they have about a child on the school's safeguarding incident/concern form (with a body map if injuries have been observed) or email [Safeguarding@homewood.kent.sch.uk](mailto:Safeguarding@homewood.kent.sch.uk) and pass them without delay to the DSL. Records will be completed as soon as possible after the incident/event, using the child's words and will be signed and dated by the member of staff. If there is an immediate concern the member of staff should consult with a DSL as this needs to take priority.
- All safeguarding concerns, discussions and decisions (and justifications for those decisions) will be recorded in writing. If members of staff are in any doubt about recording requirements, they should discuss their concerns with DSL.
- **Incident/Welfare concern forms are kept in all college offices, staff room, in staff share in folder named Safeguarding, email [safeguarding@homewood.kent.sch.uk](mailto:safeguarding@homewood.kent.sch.uk)**
- Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in the school. Safeguarding records are kept in accordance with data protection legislation and are retained centrally and securely by the DSL. Safeguarding records are shared with staff on a 'need to know' basis only.
- All safeguarding records will be transferred in accordance with data protection legislation to the child's subsequent school/setting, under confidential and separate cover. These will be given to the new DSL and a receipt of delivery will be obtained.
- In accordance with 'Guidelines for Safeguarding Record Keeping in Schools' Safeguarding files not transferred to an alternative educational setting will be kept until the students 25<sup>th</sup> birthday.
- Detailed guidance on Record Keeping is found in a separate document "Guidelines for Safeguarding Record Keeping in Schools".
- The Principal will be kept informed of any significant issues by the DSL.

## 9. Multi-agency Working

- Homewood School & 6<sup>th</sup> Form Centre recognises and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance (WTTSC 2018)

Schools are not the investigating agency when there are child protection concerns We will however contribute to the investigation and assessment processes as required. Homewood School & 6<sup>th</sup> Form Centre recognises the importance of multi-agency working and will support attendance at relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings or other early help multi-agency meetings.

- The School Leadership Team and DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.
- In addition to the above safeguarding meetings DSL, Deputies, and VP Inclusion attend ASB Panel Meetings, DSL Network Meetings termly and ARM Panel Meetings and MADAP, MARAC and Professional Meetings when invited.

## 10. Confidentiality and Information Sharing

- Homewood School & 6<sup>th</sup> Form Centre recognises that all matters relating to child protection are confidential. The Principal or DSL will only disclose information about a pupil to other members of staff on a 'need to know' basis.
- All members of staff must be aware that whilst they have duties to keep any information confidential, they also have a professional responsibility to share information with other agencies to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.
- DfE Guidance on Information Sharing (July 2018) provides further detail. Which can be found in the following locations Staff Room, Staff Share in Safeguarding Folder.

## 11. Complaints

- The school has a **Complaints Procedure** available to parents, pupils and members of staff and visitors who wish to report concerns. This can be found in the Staff Room and on the Homewood School Website.
- All reported concerns will be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff or volunteer will be dealt with under the specific **Procedures for Managing Allegations against Staff policy**. This can be found on the Homewood School Website.

## 12. Staff Induction, Awareness and Training

All members of staff have been provided with a copy of Part One of “*Keeping Children Safe in Education*” (2019) which covers Safeguarding information for all staff. School leaders will read the entire document. School leaders and all members of staff who work directly with children will access Annex A within Keeping Children Safe in Education 2019. Members of staff have signed to confirm that they have read and understood Part One and Annex A. The DSL and the school’s Human Resources Dept hold a copy of this register as part of the school’s single central record.

- The DSL will ensure that all new staff and volunteers (including temporary staff) are aware of the school’s internal safeguarding processes.
- All staff members (including temporary staff) will receive training to ensure they are aware of a range of safeguarding issues.
- All staff members (including temporary staff) will receive regular safeguarding and child protection updates, at least annually.
- All staff members (including temporary staff) will be made aware of the schools expectations regarding safe and professional practice via the staff behaviour policy (or code of conduct) and Acceptable Use of Technology Policy.
- The DSL and Principal will provide an annual report to the Local Governing Body detailing safeguarding training undertaken by all staff and will maintain up to date register of who has been trained.
- Although the school has a nominated lead for the governing body, all members of the governing body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

## 13. Safe Working Practice

- All members of staff are required to work within clear guidelines on Safe Working Practice / the school’s Code of Conduct.
- Staff should be aware of the school’s **Ethos for Learning Policy** and any physical interventions must be in line with agreed policy and procedures.
- Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.) and should adhere to the school’s online safety and Acceptable Use policies.

## 14. Staff Supervision and Support

- Any member of staff affected by issues arising from concerns for children’s welfare or safety can seek support from the DSL.
- The induction process will include familiarisation with child protection responsibilities and procedures to be followed if members of staff have any concerns about a child’s safety or welfare.
- The school will provide appropriate supervision and support for all members of staff to ensure that:

- All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
- All staff will be supported by the DSL in their safeguarding role.
- All members of staff have regular reviews of their own practice to ensure they improve over time.

The DSL will also put staff in touch with outside agencies for professional support if they so wish. Staff can also approach organisations such as their Union, the Education Support Partnership or other similar organisations directly.

## 15. Safer Recruitment

- Homewood School & 6<sup>th</sup> Form Centre is committed to ensure they develop a safe culture and that all steps are taken to recruit staff and volunteers who are safe to work with our pupils and staff.
- The Local Governing Body, HR, Principal and Heads of College are responsible for ensuring that the school follows safe recruitment processes outlined within guidance. (Full guidance is available in the Safer Recruitment Policy).
- Homewood School & 6<sup>th</sup> Form Centre is responsible for ensuring that the school maintains an accurate Single Central Record (SCR) in line with statutory guidance.
- The Local Governing Body will ensure that there is at least one of the persons who conducts an interview has completed safer recruitment training.
- We are also committed to supporting the statutory guidance from the Department for Education on the application of the Childcare (Disqualification) Regulations 2009 and related obligations under the Childcare Act 2006 in schools.
- We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings.

## 16. Allegations Against Members of Staff and Volunteers

- Homewood School & 6<sup>th</sup> Form Centre recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received. Such allegations should be referred immediately to the Principal or Mrs H Jones (Asst DSL) in their absence who will first contact the Local Authority Designated Officer (LADO) to agree further action to be taken in respect of the child and staff member. In the event of allegations of abuse being made against the Principal then staff are advised that allegations should be reported to the Chair of Governors who will contact the LADO in the first instance.
- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and such concerns will always be taken seriously by the senior leadership team.
- All members of staff are made aware of the school's Whistleblowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk. Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

- Homewood School & 6<sup>th</sup> Form Centre has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or Schools Personnel Service.

### When in doubt – consult

## 17. Safeguarding Children with Special Educational Needs and Disabilities

- Homewood School & 6<sup>th</sup> Form Centre acknowledges that children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse.
- Homewood School & 6<sup>th</sup> Form Centre will ensure that children with SEND, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.
- Members of staff are encouraged to be aware that children with SEND can be disproportionately impacted by safeguarding concerns such as bullying. All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEND may not always outwardly display indicators of abuse.

## 18. Peer on Peer Abuse

- Homewood School & 6<sup>th</sup> Form Centre recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as 'banter', just having a laugh' or 'part of growing up'
- Peer on peer abuse can take many forms, including but not limited to, bullying, cyberbullying, gender-based abuse, hazing (initiation type violence), sexually harmful behaviour, violence and 'sexting' **in the case of sexting staff must not view, download, delete or share imagery yourselves or ask a pupil to share, delete or download**, but must report to the DSL immediately. Staff and Senior Leaders are to be mindful that some potential issues may be affected by gender, age, ability and culture of those involved.
- Homewood School & 6<sup>th</sup> Form Centre believes that abuse is abuse and it will never be tolerated.
- 'Upskirting' is a criminal offence and will not be tolerated. It typically involves someone taking a photograph under a person's clothes without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- 'Sexting' (Youth Produced Sexual Images) will not be tolerated. The school will respond to cases of 'sexting' in line with UKCCIS "Sexting in Schools and Colleges" guidance and in line with Kent Safeguarding Children Multi-agency Partnership (KSCMP) guidance.
- In the event of any form of Peer on peer abuse this should be investigated, and logged in the CP, Comms and/or bullying log and sanctioned as laid out in the Ethos for Learning policy, to minimise the risk of any repercussions a risk assessment (Appendix 4) and/or Safety Plan (Appendix 5) should be put in place.

## 19. Gangs, County Lines, Violent Crime and Exploitation

- Homewood School & 6<sup>th</sup> Form Centre recognises the impact of gangs, county lines, violent crime and exploitation. It is recognised that the initial response to child victims is important and that staff will take any allegation seriously and work in ways that support children and keep them safe.
- All staff have been trained and recognise the need to be vigilant for the signs that may include, but not exclusively:
  - Unexplained gifts/new possessions – these can indicate children have been approached by/involved with individuals associated with criminal networks/gangs.
  - Increased absence from school.
  - Change in friendships/relationships with others/groups.
  - Significant decline in performance.
  - Signs of self-harm/significant change in wellbeing.
  - Signs of assault/unexplained injuries.

## 20. Online Safety

- It is recognised by Homewood School & 6<sup>th</sup> Form Centre that the use of technology presents challenges and risks to children and adults both inside and outside of school.
- The DSL has overall responsibility for online safeguarding within the school.
- Homewood School & 6<sup>th</sup> Form Centre identifies that the issues can be broadly categorised into three areas of risk:
  - **content:** being exposed to illegal, inappropriate or harmful material
  - **contact:** being subjected to harmful online interaction with other users
  - **conduct:** personal online behaviour that increases the likelihood of, or causes, harm.
- The DSL and leadership team have read annex C regarding Online Safety within 'Keeping Children Safe in Education' 2019.
- Homewood School & 6<sup>th</sup> Form Centre recognises the specific risks that can be posed by mobile phones and cameras and in accordance with KCSIE 2019 has appropriate policies in place that are shared and understood by all members of the school community. Further information regarding the specific approaches relating to this can be found in the schools **Online Safety Policy, Acceptable Use of Technology Policy** and **Image Use Policy** which can be found on the School's Website.
- Homewood School & 6<sup>th</sup> Form Centre will ensure that appropriate filtering and monitoring systems are in place when pupils and staff access school systems and internet provision.
- Homewood School & 6<sup>th</sup> Form Centre acknowledges that whilst filtering and monitoring is an important part of schools' online safety responsibilities, it is only one part of our approach to online safety. Pupils and adults may have access to systems external to the school control such as mobile phones and other internet enabled devices and technology and where concerns are identified appropriate action will be taken.
- Homewood School & 6<sup>th</sup> Form Centre will ensure a comprehensive whole school curriculum response is in place to enable all pupils to learn about and manage online risks effectively and will support parents and the wider school community (including all members of staff) to become aware and alert to the need to keep children safe online.

## **21. Curriculum and Staying Safe**

- We recognise that schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.
- Through PSHE, Form Time and Assemblies with Visitors from external agencies our curriculum provides opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and that of others. Online safety is integrated into the curriculum.
- Our school systems support children to talk to a range of staff. Children will be listened to and heard and their concerns will be taken seriously and acted upon as appropriate.

## **22. The Use of School Premises by Other Organisations**

- Where services or activities are provided separately by another body using the school premises, the Facilities and Services Administrator will seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers.
- If this assurance is not achieved, then an application to use premises will be refused.

## **23. Security**

- All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light.
- Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be required to sign in on arrival and out departure at Mansion visitor's log, available in School Reception. All must display a visitor's badge whilst on school site. Visitors for whom Homewood School have carried out the relevant checks for will wear a Green Badge and are able to meet students alone and move around the school unaccompanied, Visitors who have not had the required checks wear a White Badge and must be escorted at all times.
- Any individual who is not known or identifiable should be challenged for clarification and reassurance.
- The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

## 24. Monitoring and Review

- All school staff (including temporary staff and volunteers) will have access to a copy of this policy. The policy will also be available to parents/carers.
- The policy forms part of our school development plan and will be reviewed annually.

## 25. Local Support

- All members of staff in Homewood School & 6<sup>th</sup> Form Centre are made aware of local support available.
  - **Contact details for Area Safeguarding Advisor (Education Safeguarding Service)**
    - Claire Ledger 03000 415648
    - [www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/safeguarding-contacts](http://www.kelsi.org.uk/support-for-children-and-young-people/child-protection-and-safeguarding/safeguarding-contacts)
  - **Contact details for Online Safety in the Education Safeguarding Service**
    - Rebecca Avery, Education Safeguarding Advisor (Online Protection):
    - Ashley Assiter, Online Safety Development Officer
    - 03000 415797
    - [esafetyofficer@kent.gov.uk](mailto:esafetyofficer@kent.gov.uk) (non-urgent issues only)
  - **Contact details for the LADO**
    - Telephone: 03000 410888
    - Email: [kentchildrenslado@kent.gov.uk](mailto:kentchildrenslado@kent.gov.uk)
  - **Childrens Social Work Services**
    - Front door: 03000 411111
    - Out of Hours Number: 03000 419191
  - **Kent Police**
    - 101 (or 999 if there is an immediate risk of harm)
  - **Kent Safeguarding Children Multi-agency Partnership (KSCMP)**
    - [kscmp@kent.gov.uk](mailto:kscmp@kent.gov.uk)
    - 03000 421126

## 26. National Support

### Support for staff

- Education Support Partnership: [www.educationsupportpartnership.org.uk](http://www.educationsupportpartnership.org.uk)
- Professional Online Safety Helpline: [www.saferinternet.org.uk/helpline](http://www.saferinternet.org.uk/helpline)

### Support for Pupils

- NSPCC: [www.nspcc.org.uk](http://www.nspcc.org.uk)
- ChildLine: [www.childline.org.uk](http://www.childline.org.uk)
- Papyrus: [www.papyrus-uk.org](http://www.papyrus-uk.org)

- Young Minds: [www.youngminds.org.uk](http://www.youngminds.org.uk)
- The Mix: [www.themix.org.uk](http://www.themix.org.uk)

### **Support for adults**

- Family Lives: [www.familylives.org.uk](http://www.familylives.org.uk)
- Crime Stoppers: [www.crimestoppers-uk.org](http://www.crimestoppers-uk.org)
- Victim Support: [www.victimsupport.org.uk](http://www.victimsupport.org.uk)
- Kidscape: [www.kidscape.org.uk](http://www.kidscape.org.uk)
- The Samaritans: [www.samaritans.org](http://www.samaritans.org)
- Mind: [www.mind.org.uk](http://www.mind.org.uk)
- NAPAC (National Association for People Abused in Childhood): [napac.org.uk](http://napac.org.uk)
- MOSAC: [www.mosac.org.uk](http://www.mosac.org.uk)
- Action Fraud: [www.actionfraud.police.uk](http://www.actionfraud.police.uk)

### **Support for Learning Disabilities**

- Respond: [www.respond.org.uk](http://www.respond.org.uk)
- Mencap: [www.mencap.org.uk](http://www.mencap.org.uk)

### **Domestic Abuse**

- Refuge: [www.refuge.org.uk](http://www.refuge.org.uk)
- Women's Aid: [www.womensaid.org.uk](http://www.womensaid.org.uk)
- Men's Advice Line: [www.mensadviceline.org.uk](http://www.mensadviceline.org.uk)
- Mankind: [www.mankindcounselling.org.uk](http://www.mankindcounselling.org.uk)
- Domestic abuse services: [www.domesticabuseservices.org.uk](http://www.domesticabuseservices.org.uk)

### **Honour based Violence**

- Forced Marriage Unit: <https://www.gov.uk/guidance/forced-marriage>

### **Sexual Abuse and CSE**

- Lucy Faithfull Foundation: [www.lucyfaithfull.org.uk](http://www.lucyfaithfull.org.uk)
- Stop it Now!: [www.stopitnow.org.uk](http://www.stopitnow.org.uk)
- Parents Protect: [www.parentsprotect.co.uk](http://www.parentsprotect.co.uk)
- CEOP: [www.ceop.police.uk](http://www.ceop.police.uk)
- Marie Collins Foundation: [www.mariecollinsfoundation.org.uk](http://www.mariecollinsfoundation.org.uk)
- Internet Watch Foundation (IWF): [www.iwf.org.uk](http://www.iwf.org.uk)

### **Online Safety**

- Childnet International: [www.childnet.com](http://www.childnet.com)
- UK Safer Internet Centre: [www.saferinternet.org.uk](http://www.saferinternet.org.uk)
- Parents Info: [www.parentinfo.org](http://www.parentinfo.org)
- Internet Matters: [www.internetmatters.org](http://www.internetmatters.org)
- Net Aware: [www.net-aware.org.uk](http://www.net-aware.org.uk)
- ParentPort: [www.parentport.org.uk](http://www.parentport.org.uk)
- Get safe Online: [www.getsafeonline.org](http://www.getsafeonline.org)

### **Radicalisation and hate**

- Educate against Hate: [www.educateagainsthate.com](http://www.educateagainsthate.com)
- Counter Terrorism Internet Referral Unit: [www.gov.uk/report-terrorism](http://www.gov.uk/report-terrorism)
- True Vision: [www.report-it.org.uk](http://www.report-it.org.uk)



## Homewood School & 6<sup>th</sup> form Centre Safeguarding Incident/Concern Form

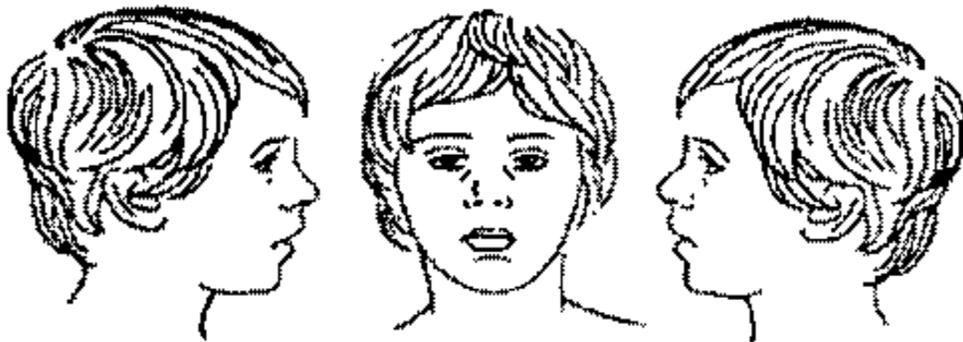
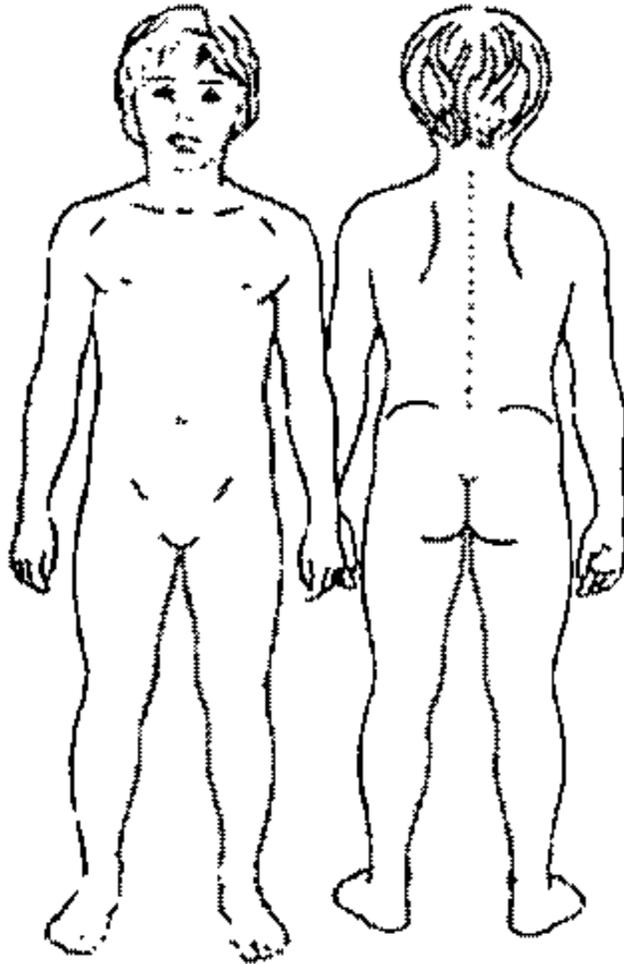
Please hand to DSL

(Hannah Jones, Vicki English, Scarlett Faulkner, Jane Ross-Smith)

If you are informing of a disclosure please remember to include Date, Time, students name and your name.

Record the facts using the Young Persons own words, your notes should not reflect your own opinion.  
Show any injury on a Body Map if necessary.

Student Name	DOB	College
Date of incident		
Name and position of Person Completing form (Please print)		
Incident/concern (who what where when)*		
Any other relevant information (witnesses, immediate action taken)*		
Action Taken*		
Signature	Date Form Completed	
Handed to Safeguarding Team or FLO	Date	



## Appendix 2: types of abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

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

**Emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

**Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

- Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

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

**Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger

- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **Appendix 3: allegations of abuse made against staff**

This section of this policy applies to all cases in which it is alleged that a current member of staff or volunteer has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

### **Suspension**

Suspension will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted
- Temporarily redeploying the individual to another role in a different location, for example to an alternative school or other work for the Local Authority

### **Definitions for outcomes of allegation investigations**

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

## Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the headteacher (or chair of governors) where the headteacher is the subject of the allegation) – the ‘case manager’ – will take the following steps:

- Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children’s social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children’s social care services, where necessary). Where the police and/or children’s social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children’s social care services, as appropriate
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children’s social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate. Further support is available to individuals for advice – trade union representatives, counselling, or signposting for medical advice.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children’s social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child



# Homewood School & Sixth Form Centre

LEARNING • RESPECT • BELONGING



## Appendix 4

### Homewood School & 6<sup>th</sup> Form Centre School Safety Plan /Safeguarding Agreement

<b>Name of child/ young person</b>		<b>Date of birth</b>	
<b>Key professionals involved with child/ young person</b>			
<b>Key contact (s) at school</b>			
<b>Date Safety Plan agreed</b>		<b>Date of Review</b>	



**How does young person / child get to and from school?**



**What behaviours have been observed in school?**



**Where are potential areas for actual physical contact to occur and who with?**



**What areas within school are supervised / unsupervised?**



**Classroom setting – is there anything in particular settings that increases risky behaviour, seating arrangements / leaving the class during class time – what’s in place?**



**Mobilisation around school in between lessons, lunch time, breaktime – what happens?**



**Internet access – who monitors this? Phone policy in the school?**



**PE – what are changing room facilities like?**



**Can child / young person be safely supervised during school hours?**



**Who needs to know about this plan?**

**Summary School Safety Plan / Safeguarding Agreement**

Family name :

Student

School name:

The school / young person plan will be as follows:

- 1. List actions for school / other agencies**
  
- 2. List actions for the young person to adhere to**

**3. List of actions for Mrs Dixon**

**4. List who they can contact when feeling worried or at risk**

Parent / carer signature

Date

School leader signature

Date

Young person signature

Date

Appendix 5

Review of Risk Assessment Plan		
Agreed Measures		Impact on risk
Agreed proactive interventions to prevent risk:		
Early Interventions to manage risk:		
Interventions to respond to adverse outcomes		

Communication of Risk Assessment Plan		
Plan and strategies shared with:	Communication method:	Date actioned:

Identification of Risk	
Describe the risk	
Is the risk potential or actual	

Who is affected by the risk	
-----------------------------	--

Assessment of Risk	
In which situation does the risk usually occur?	
How likely is it the risk will arise?	
If the risk arises who is likely to be injured/hurt?	

Pupil Name:	
Date of Birth:	
Year Group:	
School:	
Completed By:	
Completed on:	
Agreed verbally with parent on:	

Parent/Carer's Agreement:

Name: .....

Date: .....

Signature: .....

School agreement:

Name: .....

Position: .....

Signature: .....

Date: .....

Review Date .....

**Review**

Does the Risk Assessment need to continue: Yes /No

Are there any additions/alterations to the Plan: Yes/No

Risk Assessment reviewed on:

Parent/Carer's agreement:

Name: ..... Date: .....

Name: ..... Date: .....

Signature: .....

Signature: .....

School Agreement:

Name: ..... Position: .....

Signature: ..... Date: .....

Is a further Review required: Yes/No

Agreed Date: .....