High Grange

***A**daptive thinking, **C**ommunication, **E**motional wellbeing, **I**ndependence*

This policy promotes ACE because;	
	A – Pupils will adapt to different situations and scenarios that can affect their family and their own well-being C – Pupils will communicate important information to others E – Pupils will build resilience and make connections with emotionally available adults that will support their emotional well-being

Acronyms used in this policy

Acronym	Long form	Description
CCE	Child criminal exploitation	A form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity in exchange for something the victim needs or wants, for the financial advantage or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
CSCS	Children's social care services	The branch of the local authority that deals with children's social care.
CSE	Child sexual exploitation	A form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, for the financial advantage, increased status or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
DBS	Disclosure and barring service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.
DfE	Department for Education	The national government body with responsibility for children's services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.

DPO	Data protection officer	The appointed person in school with responsibility for overseeing data protection strategy and implementation to ensure compliance with the UK GDPR and Data Protection Act.
DSL /SSL	Designated safeguarding lead / Senior safeguarding Lead	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school.
DDSL	Deputy designated safeguarding lead	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school when the DSL/ SSL is not on school site.
EHC plan	Education, health and care plan	A funded intervention plan which coordinates the educational, health and care needs for pupils who have significant needs that impact on their learning and access to education. The plan identifies any additional support needs or interventions and the intended impact they will have for the pupil.
FGM	Female genital mutilation	All procedures 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 and a form of child abuse with long-lasting harmful consequences.
UK GDPR	UK General Data Protection Regulation	Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent.
HBA	'Honour-based' abuse	So-called 'honour-based' abuse involves crimes that have been committed to defend the honour of the family and/or community.
IICSA	Independent Inquiry into Child Sexual Abuse	The Independent Inquiry into Child Sexual Abuse is analysing case files from the Disclosure and Barring Service to learn more about the behaviours of perpetrators who have sexually abused children in institutions, and to understand institutional responses to these behaviours.
KCSIE	Keeping children safe in education	Statutory guidance setting out schools and colleges' duties to safeguard and promote the welfare of children.
LA	Local authority	A local government agency responsible for the provision of a range of services in a specified local area, including education.
LAC	Looked-after children	Children who have been placed in local authority care or where children's services have looked after children for more than a period of 24 hours.
LGBTQ+	Lesbian, gay, bisexual, transgender and queer plus	Term relating to a community of people, protected by the Equality Act 2010, who identify as lesbian, gay, bisexual or transgender, or other protected sexual or gender identities.

PLAC	Previously looked-after children	Children who were previously in local authority care or were looked after by children's services for more than a period of 24 hours. PLAC are also known as care leavers.
PSHE	Personal, social and health education	A non-statutory subject in which pupils learn about themselves, other people, rights, responsibilities and relationships.
RSHE	Relationships, sex and health education	A compulsory subject from Year 7 for all pupils. Includes the teaching of sexual health, reproduction and sexuality, as well as promoting positive relationships.
SCR	Single central record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and volunteers who attend the school in a non-visitor capacity.
SENCO	Special educational needs coordinator	A statutory role within all schools maintaining oversight and coordinating the implementation of the school's special educational needs policy and provision of education to pupils with special educational needs.
SLT	Senior leadership team	Staff members who have been delegated leadership responsibilities in a school.
TRA	Teaching Regulation Agency	An executive agency of the DfE with responsibility for the regulation of the teaching profession.
VSH	Virtual school head	Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for, and all children who currently have, or previously had, a social worker.
ACES	Adverse childhood experiences	Children and young people who have suffered one or more adverse childhood experiences.

Point to note – Any staff member / parent / carer can raise a safeguarding concern against a staff member at High Grange School at any time. The staff member / parent / carer can contact Miles Dent (Derbyshire LADO) on 01629 531940 or 07807169166 or Miles Dent (Childrens Services) Miles.Dent@derbyshire.gov.uk.

Contents

1.0 Introduction

For the purpose of this policy the term **"children"** and **"child"** refers to anyone under the age of 18.

This document outlines High Grange School's child protection and safeguarding policy. It applies to all adults and including volunteers working in or on behalf of the school. This is a whole school policy.

Everyone working in, or for our school, shares an objective to help keep children and young people safe by contributing to:

- Providing a safe environment for children and young people to learn and live in.
- Identifying children and young people who are suffering or likely to suffer significant harm and taking the appropriate action with the aim of making sure they are kept safe in the school setting.
- Preventing unsuitable people from working with children and young people.
- Promoting safe practice and challenging poor and unsafe practice.
- Identifying instances in which there are grounds for concern about a child's welfare and initiate or take appropriate action to keep them safe.
- Ensuring that parents and our partner agencies are aware of our safeguarding children policy by ensuring that it is mentioned in our school prospectus, displaying information in school reception area/s, by raising awareness at initial meetings with parents of new pupils and at parent teacher meetings.

It is essential that all of the children within the school are protected from abuse and harm.

Every member of staff has a statutory responsibility to safeguard the rights of the children in the care of High Grange. In all issues of child protection, the responsibility of each and every member of staff is exclusively towards the child and not the school. The safety, welfare and wellbeing of the child is of 'Paramount Importance'.

Failure by any member of staff to report actual or reasonably suspected physical, sexual, or emotional abuse of a child is a disciplinary matter and may constitute or be liable to more formal proceedings.

This policy was written in accordance with local Derbyshire's safeguarding children's Partnerships and keeping children safe in education 2025.

1.1 Aim of Policy

High Grange School is fully committed to safeguarding the welfare of all children and young people. It recognises its responsibility to take all reasonable steps to promote safe practice and to protect and prevent children from harm, abuse, and exploitation.

High Grange School acknowledges its duty to act appropriately to any allegations, reports or suspicions of abuse or harm.

The school will fulfil its commitment to safeguard and promote the welfare of children and young people; High Grange School staff aim to demonstrate a clear commitment led by the senior Leadership team to the importance of safeguarding and promoting children and young people's welfare.

The aim of this policy is to outline how the school will:

- Promote a positive school ethos where children can learn, part take in daily life, feel secure and be safe. High Grange School will demonstrate a clear line of accountability within the organisation for work on safeguarding and promoting the welfare of children and young people.
- At High Grange due to our specific pupil cohort, we recognise that mental health is a priority in terms of keep our children safe (KCSIE 2024). Many of our pupils have diagnosis of mental health which staff are aware of. However, the lasting impact of the global pandemic is still prominent and as a school we have identified that our pupils are experiencing poor mental health as a result of the global pandemic. This has been brought about by periods of isolation, changes in home circumstances, changes in school structure and routines and an increase in child-on-child communication and interaction.
- Prevent unsuitable people working with children and young people.
- Promote safe practice and challenge poor and unsafe practice.
- Identify instances in which there are grounds for concern about a child's welfare and initiate or take appropriate action to keep them safe.
- Contribute to effective partnership working between parents and all those involved with providing services for children and young people.
- Demonstrate a clear commitment to safer recruitment and human resources management procedures that take account of the need to safeguard and promote the welfare of children and young people, including arrangements for appropriate checks on all staff and volunteers.
- Procedures for dealing with allegations of abuse against members of staff and volunteers.
- Arrangements to ensure that all staff undertake appropriate training (see Training Matrix) to equip them to carry out their responsibilities effectively, and to keep this up to date by refresher training at regular intervals.
- Procedures to ensure that all staff, including temporary staff and volunteers who work with children and young people, are made aware of the establishment's arrangements for safeguarding and promoting the welfare of children and young people.
- Policies for safeguarding and promoting the welfare of children and young people and procedures that are in accordance with guidance and locally agreed inter-agency procedures.
- Arrangements to work effectively with other organisations to safeguard and promote the welfare of children and young people, including arrangements for sharing information.

- A clear commitment to develop, educate and implement systems that enable children and young people to use online and mobile technology safely and reduce the risks of potentially harmful behaviours.
- A culture of listening to and engaging in dialogue with children and young people - seeking their views in ways that are appropriate to their age and understanding and taking account of those views in individual decisions and in the establishment or development of services.
- Definitive whistle-blowing procedures, and a culture that enables issues about safeguarding and promoting the welfare of children and young people to be addressed.

The policy will be reviewed <u>at least</u> annually and ideally 6 monthly; this will be determined by new legislation or guidance that suggests the need for an earlier date of review.

1.2 <u>Context</u>

This policy enables *High Grange School* to carry out our functions with a view to safeguarding and promoting the welfare of children under sections 175 and 157 of the Education Act (2002) maintained schools & via regulations made under section 342 of the Education Act 1996 (non-maintained special schools).

The policy is consistent with Derbyshire Safeguarding Children web-based procedures which can be found on www.derbyshirescb.org.uk. The school will adhere to the Derby and Derbyshire Safeguarding Children procedures.

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:
- Teaching online safety in schools 2023
- DFE Keeping Children Safe in Education 2025
- DfE (Dec 2023) 'Working together to safeguard children' (including all updates to June 2025)
- Marriage and Civil Partnership (Minimum Age) Act 2022
- Teaching online safety in school (June 2019)
- Derby and Derbyshire Local Safeguarding Children Partnerships Procedures at https://www.derbyshirescb.org.uk/
- SEND Code of Practice 2014
- Equality Act 2010
- Preventing and tackling bullying (July 2017)
- Safeguarding Vulnerable Groups 2006
- The Children Act 1989 and 2004
- Education Act 2002
- The Education (Health Standards) (England) Regulations 2003
- Apprenticeships, Children and Learning Act 2009
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- The Safeguarding Vulnerable Groups Act 2012
- The Protection of Freedoms Act 2012
- The Children and Families Act 2014
- The Social Offences Act 2003
- The Education and Skills Act 2008

- Education (Pupil Registration) (England) Regulations 2006
- Information Sharing: Guidance for Practitioners and Managers, DfE 2008/2015, The Data Protection Act 2018
- Guidance for Safer Working Practice with Adults who work with Children and Young People in Education Settings 2015
- Section 93 of the 2006 Education and Inspections Act (April 1st, 2007)
- The 1996 Education Act (Section 55OA)
- The Use of reasonable Force in schools (2013)
- Safeguarding Children with Disabilities (2009)
- Independent School Standards 2014 regulations / updated 2019
- HM Government (2014) 'multi-agency practice guidelines: Handling cases of Forced Marriage'
- DfE (2015) 'What to do if you're worried a child is being abused'
- New definition of extremism 2024
- DfE (2023) 'The Prevent duty'
- DfE (2023) 'Channel Duty Guidance'
- Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)
- RSHE (RSE & Health) statutory guidance – revised July 2025 (to help schools prepare; DfE indicates full introduction from 1 Sept 2026)
- DfE (2017) 'Child sexual exploitation'
- The Role of the Designated Teacher for Looked After and Previously Looked after children, Feb 2018
- The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
- Voyeurism (Offences) Act 2019
- Domestic Abuse Act 2021
- HM Government (2020) 'multi-agency statutory guidance on female genital mutilation'
- HM Government (2021) 'Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism'
- Home Office and Foreign, Commonwealth and Development Office (2022) 'multi-agency statutory guidance for dealing with forced marriage and Multi-agency practice guidelines: Handling cases of forced marriage'

Non-statutory guidance
- Information Sharing advice for practitioners for providing safeguarding services for children May 2024
- NSPCC Mandatory reporting of child sexual abuse Sept 2025
- Keeping children safe, helping children thrive Nov 2024
- DfE (2024) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'
- DfE (2024) 'Recruit teachers from overseas'
- DfE (2024) 'Working together to improve school attendance'
- DfE (2024) 'Meeting digital and technology standards in schools and colleges'
- Department of Health and Social Care (2024) 'Virginity testing and hymenoplasty: multi-agency guidance'
- DfE (2015) 'What to do if you're worried a child is being abused'
- DfE (2017) 'Child sexual exploitation'
- DfE (2018) 'Information sharing'
- DfE (2020) 'Sharing nudes and semi-nudes: advice for education settings working with children and young people'

- DfE (2021) 'Teachers' Standards'
- DfE (2022) 'Recruit teachers from overseas'
- Department of Health and Social Care (2022) 'Virginity testing and hymenoplasty: multi-agency guidance'
- DfE (2023) 'Meeting digital and technology standards in schools and colleges'
- Using AI in education settings: support materials and the safe and effective use of AI in education leadership toolkit (June 2025)

Safeguarding the welfare of children is more than purely child protection; it should permeate all activity and functions. This policy therefore complements and supports a range of other school policies, such as:

- Promoting good behaviour and discipline
- The use of reasonable force/physical intervention
- Behaviour Policy for pupils
- Suspension and exclusion policy
- Safeguarding adults policy
- Anti –bullying policy
- Cyberbullying policy
- Whistle blowing policy
- Safer recruitment and selection, including single central record
- Child on child abuse policy
- Child criminal and sexual exploitation policy
- Equality, diversity, and inclusion policy
- Prevent radicalisation and extremism policy
- Managing allegations against staff, including volunteers incorporating 'duty to refer'
- Staff low level concerns policy
- Safeguarding in the curriculum
- Online safety policy
- Staff mobile devices agreement
- Allegations against staff Policy
- Managing allegations against pupils
- High Grange School staff code of conduct
- Health and Safety Policy
- Positive Mental Health policy
- Clinical Psychology policy
- Suicide and Self-Harm policy
- The school's business continuity plan (lockdown policy)
- Supervision of Children Policy (incl. Deprivation of Liberty)
- Meeting the needs of pupils with medical conditions
- Providing first aid
- Off-site educational visits
- Intimate care Policy
- School security
- Children who runaway or go missing from education, home, or care
- SEND Policy and SEN information
- LAC / PLAC policy
- PSHE – (Relationships and health education (primary) and relationships and sex education (secondary) PSHE also covers sexual health, sexual violence and sexual harassment.
- Complaints procedure
- HGS GDPR policy

1.3 High Grange School annual safeguarding review: statistics, trends and analysis 2024 - 2025

There were 50 'causes for concern' internally completed within the academic year 2024-25 compared to 85 causes for concern in 2023-24.

- 11 met threshold for immediate external agency involvement action.
- 44% causes for concern boys
- 56% causes for concern girls
- 16% 'causes for concern' happened onsite at school
- 84% 'causes for concern' were in the home environment

Locally within Derbyshire and Derby City we have witnessed changes in referrals meeting threshold for external action, this has meant an increase in managing complex safeguarding matters internally, for instance chairing TAF meetings, increasing school's provision to impact within the family home, including extending the school's parent pathway support. Safeguarding leads had to escalate concerns until threshold for external action and support was reached. There has also been a significant increase in number of early help assessments completed in the academic year 2024 to 2025. This trend continued throughout the summer holidays and into the new academic year 2025 to 2026.

Mental health
- ▶ All our pupils at High Grange School have at least one ACE (adverse childhood experience)
- ▶ HGS has witnessed an increase mental health related 'causes for concern' and last year the complexity of the mental health difficulties escalated significantly.
- ▶ There were several reasons for the rise in our pupils' mental health difficulties and challenges.
- Complex friendship groups / difficulties repairing friendships and relationships.
- Unsuccessful social interactions and difficulties applying social thinking rules adversely on student's mental health.
- HGS supported a significant rise in pupils suffering with ED / ARFID.
- There was also increase in suicidal ideation.
- Self-harm whilst prominent was statistically lower than previous years.

Online
- HGS supported a significant rise in pupils sharing indecent images.
- The school has had to support and safeguard pupils using AI, sharing deepfakes.
- Our Pupils are extremely vulnerable online; they are in danger of being groomed, criminally exploited, sexually exploited and becoming radicalised.

Emotional Abuse
- HGS supported pupils who suffered emotional abuse due to unfortunate family circumstances. Domestic abuse and parental mental health were all prominent within the schools 'causes for concern.'

High Grange School local statistics are consistent with national trends. Nationally 'mental health' and 'online' safeguarding referrals increased in schools. Nationally schools across the country experienced difficulties in gaining external agency support.

High Grange School does not follow national safeguarding trends in the following identified areas.
- HGS bullying and cyberbullying statistics inside and outside of school are significantly lower than national trends.
- Sexual assault and sexual harassment are significantly lower than national trends.
- Domestic abuse and domestic violence are significantly lower than national trends.
- Criminal exploitation, gang related crime, carrying knives and threatening other young people with weapons on last year's statistics High Grange School pupils present very low risk.

How did pupils at High Grange School raise concerns in the academic year 2024-25?
- There was an increase in pupils talking directly to a member of staff, teacher, teacher assistant, therapist although this was lower than national statistics.
- There was a slight increase in pupils talking directly to a safeguarding lead.
- Due to all pupils having key workers and identified emotionally available adult(s) pupils would rarely come directly to DSL. This is different to national statistics. This is due to the nature and complexity of our pupils.
- Pupils' friends raised concern about online activity and certain mental health difficulties. Pupils would ask staff to talk to their friends who they thought maybe having challenges with their mental health.
- Staff raise 'concerns' from listening to conversations, closely monitoring pupils' phones, unpicking concerns in therapy sessions and by closely monitoring pupils' emotional and physical well-being. High Grange School have a high staffing ratio compared to other schools. This supports the schools close monitoring and supervision of children's well-being.

2.0 Safeguarding Roles and Responsibilities of School Staff

All adults working in, or on behalf of the school have a responsibility to safeguard and promote the welfare of children and families. High Grange School adopts the definition of safeguarding used in the department for education guidance, Keeping Children Safe in Education 2025, which has a focus on safeguarding and promoting / protecting children's and young people's welfare. This can be summarised as:

Providing help and support to meet the needs of children as soon as problems emerge
- Providing help and support to meet the needs of pupils as soon as problems emerge
- Protecting children from maltreatment, whether that is within or outside the home, including online
- Protecting children and young people from maltreatment.
- Prevent impairment of children's and young people's mental health and physical health or development.
- Ensuring that children and young people are growing up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children have the best outcomes.
- Promote a culture of safeguarding – protecting children, learners and vulnerable adults from deliberate harm, neglect and failure to act.

High Grange School adopts a clear ethos that safeguarding, and child protection is **'everyone's responsibility.'** High Grange School adopts a culture where Safeguarding is not just a 'duty'. High Grange School staff are committed to making every young person feel that their future is protected, nurtured, and empowered.

Staff induction will include organisation vision, aspirations, and expectation of all staff and what is considered acceptable and what is considered unacceptable. This includes the child protection/safeguarding policy, staff code of conduct, the role of the designated safeguarding lead (DSL)/ senior safeguarding lead (SSL) /designated safeguarding adult lead (DSAL) and the safeguarding governor at the High Grange School. The names of these key members of staff are listed at the end of this section.

Staff induction from a Safeguarding perspective will include local safeguarding and child protection procedures in terms of making a referral and 'raising a cause for concern,' recent concerns related to High Grange School pupils, recent statistics in relation to referrals and 'causes for concerns,' how High Grange School safeguarding statistics are comparable with national safeguarding statistics, adverse childhood experiences (ACE's), child exploitation, online safety, how to support early help referral and complete the relevant documentation, raising an allegation or a low level concern regarding a staff member, managing a child / adult disclosure, HGS monitoring and filtering system(s), Prevent training navigating Derbyshire safeguarding partnership website, other LA's safeguarding partnership websites, Derbyshire and Derby City threshold guidance and reviewing a serious case review. Staff are expected to read High Grange schools safeguarding and child protection policy and all associated policies. Annually staff must read keeping children safe in education updates part 1 and all annexes.

All staff will:

All staff will be aware of the indicators of abuse, neglect and exploitation and will understand that children can be at risk of harm inside and outside of the school, inside and outside of the school, inside and outside of home, and online. Staff will also be aware that pupils can be affected by seeing, hearing or experiencing the effects of abuse.

All staff will understand that abuse, neglect, exploitation and other safeguarding issues are rarely standalone events that can be given a specific definition or one label alone. Staff will understand that, in most cases, multiple issues will overlap one another; therefore, staff will be vigilant and always raise concerns with the DSL.

All staff, especially the DSL and deputy DSL, will be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments; this includes being aware that pupils can at risk of abuse or exploitation in situations outside their families (extra-familial harms). All staff will be aware of the appropriate action to take following a pupil being identified as at potential risk of abuse and, in all cases, will speak to the DSL if they are unsure.

All staff will be aware that technology is a significant component in many safeguarding and wellbeing issues, including online abuse, cyberbullying, and the sharing of indecent images. Staff will be aware of the schools monitoring and filtering systems and the need for close monitoring of pupils online activity. Staff will know how to raise a concern should pupils access inappropriate content online using the schools technology devices. Staff know that every single pupils online activity is monitored, and the school can access a full history of pupils online activity.

Staff will also:

- Consider, at all times, what is in the best interests of the pupil.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned and maintain professional curiosity.
- Be aware of, and understand, the process for making referrals to CSCS, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments. Staff will be aware of the local criteria for action using Derby and Derbyshire's threshold guidance.
- Make a referral to CSCS and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.
- Know the role of an appropriate adult in relation to potential criminal matters that involve the police. (Alison Seager Spicer will act as the named appropriate adult at High Grange School)
- Provide a safe environment in which pupils can learn.
- Be aware of the school's systems which support safeguarding, including any policies, procedures, information and training provided upon induction.
- Undertake safeguarding training, including online safety training (which, amongst other things, includes an understanding of the expectations and responsibilities relating to filtering and monitoring), during their induction – this will be regularly updated.
- Be aware that a pupil may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or may not recognise their experiences as harmful.
- Maintain appropriate levels of confidentiality when dealing with individual cases.
- Reassure victims that they are being taken seriously, that they will be supported, and that they will be kept safe.
- Speak to the DSL if they are unsure about how to handle safeguarding matters.
- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the 'Teachers' Standards'.
- Be aware of safeguarding issues that can put pupils at risk of harm.
- Be aware of behaviours that could potentially be a sign that a pupil may be at risk of harm.
- Understand that mental health issues can, in some cases be an indicator of abuse, neglect or wider safeguarding risks
- Domestic abuse is an area of concern that all staff need to be aware of
- Read Keeping Children Safe in Education part one: safeguarding information for all staff (2025).
- Read the schools safeguarding and child protection policy (including online safety).
- Take part in safeguarding training provided by the school on child protection and specific safeguarding issues identified in Keeping Children Safe in Education Sept 2025.
- Receive safeguarding training which is updated bi-annually, as a minimum, so they are equipped with the knowledge and skills to keep children safe.
- Personally report any cases to the police where it appears that an act of FGM has been carried out, also referred to as 'known' cases, as soon as possible.
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused, exploited or neglected.
- Understand that mental health issues may be an indicator of abuse, neglect or wider safeguarding risks.
- Support and deliver a curriculum which promotes the prevention and protection of children helping to keep them safe from abuse and any form of harm

- Support the school in providing an atmosphere and ethos in which pupils feel safe, secure and are encouraged to talk and be listened to.
- Listen to any child who approaches them wishing to share worries and concerns and to act in their best interests. Staff should know how to make a referral and contribute to any assessment.
- Raise concerns about a family or pupils living circumstances through completing Early Help Assessment (EHA). Know how to complete an Early Help Assessment (EHA) and understand circumstances where an Early Help Assessment is required to be completed in the best interests of the pupils and family.
- Be supportive of children and young people, while helping them understand that they cannot guarantee absolute confidentiality.
- Be alert to any signs of abuse or harm in the children and young people they have contact and that harm can include witnessing harm to others.
- Serious concerns should immediately be reported both orally and in writing to the school's DSL or Senior Safeguarding Lead (SSL) Gavin Spicer (School) or the deputy designated safeguarding lead (DDSL) Chris Haines.
- Understand that individual staff with concerns may refer to the local children's services directly.
- Support social workers in making decisions about individual children, in collaboration with the DSL.
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused, exploited or neglected.
- Understand and practising the school's safeguarding procedures Temporary staff and volunteers who work with children are made aware of the school's arrangements for safeguarding children and their responsibilities.
- Appropriate arrangements to ensure children's and learners' security, taking into account the local context.
- The safeguarding implications of children missing education.
- Recognise that looked After Children and care leavers are more vulnerable than other children, and ensuring their needs are acknowledged and met by working with the allocated social worker on the Pathway Plan and transitions into Post 16. Children with a social worker may need additional pastoral and academic support.
- Recognise that a child may be homeless and obtaining the necessary help and support to help them continue in education.
- Recognise that children can abuse other children or their peers. That this may constitute sexual violence and/or harassment and this is a child protection concern requiring action and reporting (please refer to HGS peer on peer abuse policy).
- Recognise emotional and mental health needs in children when children are struggling to seek advice and support including signposting to health agencies and organisations who can assist.
- Children identified as SEND in the schools/setting can be more vulnerable and may not be able to recognise abuse, abusive situations or protect themselves from significant harm and exploitation.
- When using reasonable force this is in line with national guidelines and considers individual pupil needs and risk management /care plans and about SEND.
- Identify a young carer and ensure they are supported and signposted to organisations that can help them.
- Recognise that a child may be homeless and obtaining the necessary help and support to help them continue in education.

- Identify a child may be privately fostered and they have a duty to notify Children's Services if it is thought or known they are ben privately fostered or their living arrangements appear ambiguous.
- Be aware of what is extremism in all its forms, including ideologies and race hate. Therefore, understanding their duties under prevent when in the school.
- Recognise emotional and mental health needs in children when children are struggling to seek advice and support including signposting to health agencies and organisations who can assist.

2.1 Roles and Responsibilities of the School Management Team

The School Management Team will ensure the following:
- Promote a strong safeguarding culture across the whole school for both staff and pupils.
- Staff are aware of the increased vulnerability our pupil cohort has. Staff are aware that children and young people with SEND can face additional safeguarding challenges.
- Staff understand that mental health issues maybe an indicator of abuse, neglect or wider safeguarding risks.
- Staff are aware of how to raise a 'cause for concern'.
- The school contributes to inter-agency working in line with Working Together to Safeguard Children (2024).
- That the school complies with safeguarding duties under legislation. Safeguarding is a standing item at all School Leadership Team Meetings (LTM's) and Senior meetings (SM's).
- The school has an effective safeguarding policy and procedures in place – and that the arrangements are in accordance with locally agreed inter-agency procedures that take into account procedures and practice of the local authority as part of the inter-agency safeguarding under those set up by Derby and Derbyshire Safeguarding Children Partnerships (DDSCPs'). This includes co-operation between partner agencies and providing information to the Derby / Derbyshire safeguarding partnership to allow them to perform its functions. When requested they will make sure it is available to parents.
- The school is compliant with safe recruitment procedures and makes sure appropriate checks are carried out on staff and volunteers.
- Staff know what constitutes a low-level concern and how to report and record concerns to the Principal / Head Teacher.
- There are procedures for dealing with allegations of abuse against staff and volunteers which are compliant with locally agreed inter-agency procedures and that procedures are in place to make a referral to the Disclosure and Barring Service when the criteria have been met.
- That such allegations are referred to the LADO/Designed Officer at the local authority (Miles Dent – Derbyshire LADO).
- There are also procedures in place to handle allegations against other children.
- The Principal is the school's designated safeguarding lead (DSL)/ senior safeguarding lead (SSL)/DSAL who is designated to take responsibility for dealing with safeguarding issues, monitoring safeguarding activity, providing advice and support to other staff, liaising with the local authority and working with other agencies. The DSL/SSL/DSAL and deputy DSL will undergo level 4 /DSL training at least every two years.
- Members of the Senior Management Team will undertake training about safeguarding children (see appendix 1) and all staff involved in interviewing will complete safer

recruitment training. At least one member of an interviewing panel will have completed up to date safer recruitment training delivered by the NSPCC.

- That staff will attend safeguarding training, including refresher training appropriate to their roles. Staff training will be consistent with the DDSCP guidance Training Pathways for Education Provider's.
- There is consideration about how children may be taught about safeguarding, including on-line, through teaching and learning opportunities.
- People who pose a risk of harm are prevented from working with children by adhering to statutory responsibilities to check staff working with children, taking proportionate decisions on whether to ask for checks beyond what is required and ensuring volunteers are appropriately supervised.
- Having a written recruitment and selection policy and procedures in place.
- The presence of at least one person on any appointment panel who has undertaken safer recruitment training.
- There are systems in place for children to express their views and feedback. Staff will not agree confidentiality and will always act in the best interests of the child.
- The school's Principal promote the education achievement of children who are looked after and ensure they have the appropriate training. Staff will have the skills, knowledge and understanding to keep Looked After Children (LAC) safe.
- There are appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions.
- Any deficiencies or weaknesses with regard to safeguarding arrangements that are brought to their attention are addressed without delay.
- The School's board member (Karen Noon) will be responsible for liaising with the local authority and/or partner agencies as appropriate in the event of allegations being made against the Principal.
- A board member of the organisation will be responsible for liaising with the local authority and/or partner agencies as appropriate in the event of allegations being made against the school's proprietor or Director of Schools.
- Policies and procedures are reviewed annually and provide information about what changes have been implemented.
- Leaders will ensure mechanisms are in place to assist staff to understand and discharge their responsibilities.
- Staff and pupils will have an understanding of contextualised safeguarding such as online safety, sexual exploitation, criminal exploitation, radicalisation and trafficking.
- The Senior Leadership Team/DSL /Deputy DSL in the school are mindful of national / local Serious Case Reviews, and serious incident reviews to help inform their practice and implement any lessons learnt for this school/setting. *(A summary of learning for schools is available in this policy Appendix F).*
- Ensure we are up to date with emerging issues in Safeguarding and recognise the strategies by the Local Authority in trying to keep children safe in Derbyshire, for example CRE/CSE/Online safety/Peer on Peer abuse.
- Appoint a lead in Mental Health and Wellbeing in the school. This has been assigned Alison Seager-Spicer (mental health first aider at work and trained councillor).
- Monitor that Sex, Relationship and Healthy Relationship teaching is embedded into the curriculum and staff are trained and equipped to deliver.
- Ensure all Staff who have any contact with children are aware of the GDPR 2018 regulations. That they share information about a child where there are safeguarding concerns, and they do not use GDPR as a reason for not sharing that information.

- Ensure the school notify the Local Authority of a Child Missing from Education, home or care and within the timescales set out by the Local Authority.
- The schools SLT and SENCO will closely monitor pupils whole school attendance. High Grange School will monitor pupils' persistent absence from education, including persistent absences for part of the school day.
- Ensure the school notify the allocated Social Worker, if there is an unexplained absence of a child who is the subject of a Child Protection Plan.
- Ensure the school notify Children's Services if it is thought or known that a child may be Privately Fostered and will see advice from Children's Services on hosting families as they may come under this regulation.
- Ensure the school notify the Local Authority and Children's Services if we have welfare concerns of a child who is likely to be or is Elective Home Educated.
- That we use the Police Prevent referral pathway to report concerns about extremism or views considered to be extreme.
- That we use the national systems in place to report any unsuitable adult to:
  - The DBS service,
  - National Barring and Disclosure Service
  - The Teacher Regulation Agency.

Single central record (SCR)
High Grange School keeps a Single central record (SCR) which records all staff, including agency and third-party supply staff, and teacher trainees on salaried routes, who work at the school.

All members of the proprietor body are also recorded on the SCR.
The following information is recorded on the SCR:
- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- A check of professional qualifications, where required
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK
- Section 128 check for those in management positions
- HGS complete staff social media checks as part of their safer recruitment practice.

For agency and third-party supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received which indicates that all the necessary checks have been conducted (i.e. all the same checks the school would perform on any individual working in the school or who will be providing education on the school's behalf, including through online delivery) and the date that confirmation was received.

If any checks have been conducted for volunteers, this will also be recorded on the SCR. If risk assessments are conducted to assess whether a volunteer should be subject to an enhanced DBS check, the risk assessment will be recorded.

Written confirmation that supply agencies have completed all relevant checks will also be included.

The school is free to record any other information it deems relevant. The details of an individual will be removed from the SCR once they no longer work at the school.

2.2 Roles and Responsibilities of the Principal

The Principal will ensure that:

- The policies and procedures are fully implemented and followed by all staff particularly concerning referrals of cases of suspected abuse and neglect, are followed by staff.
- Sufficient time and resources are allocated to enable the Safeguarding leads and other staff to discharge their responsibilities, including recording and monitoring safeguarding activities, taking part in strategy discussions, other interagency meetings, contributing to the assessment of children and providing the board with information, updates and strategic planning requirements.
- Planned training for staff through 'curriculum meetings' to ensure that there is set time allocated to develop reflective and enquiring practise.
- Provide staff with the appropriate policies and information upon induction.
- Provide safeguarding training that is relevant to the pupil cohort at High Grange School and reflects our pupil's specific vulnerabilities and diagnosis. Due to all of our pupils having SEN and EHCP's staff are made aware of the importance of heightened vigilance and always being open minded to the possibility of our pupils being at risk of abuse or exploitation.
- All staff and volunteers feel able to raise concerns to management about poor or unsafe practice with regard to children, and concerns are addressed sensitively and effectively in a timely manner.
- The child's safety and welfare are addressed throughout the school's ambitious, broad and well-balanced curriculum. The school principal is responsible for the child's safety and welfare throughout the educational day.
- Education Welfare Staff and Social Workers are informed immediately when a child who is subject to a protection plan goes missing (DDSCP Safeguarding Children procedures section 13.39).
- Ensure that the single central record is regularly checked that there are no gaps and ensured that the content is as advised by government guidance and legislation. (The DSL/SSL/DSAL/Principal checks single central record and signs off at least ½ termly.)

2.3. The Role of the Board of Directors / Governance

- Take strategic leadership responsibility for the school's safeguarding arrangements.
- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- Guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Guarantee that the school contributes to multi-agency working in line with the statutory guidance 'Working Together to Safeguard Children'.
- Confirm that the school's safeguarding arrangements take into account the procedures and practices of the LA as part of the inter-agency safeguarding procedures.
- Understand the local criteria for action and the local protocol for assessment and ensure these are reflected in the school's policies and procedures.
- Comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions.
- Ensure that staff working directly with children read at least Part one of KCSIE.

- Ensure that staff who do not work directly with children read Part one and the Annex of KCSIE. **NB:** Individual schools assess which guidance will be most effective for their staff to safeguard and promote the welfare of children.
- Ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities in regard to safeguarding children.
- Ensure a senior board level lead takes leadership responsibility for safeguarding arrangements.
- Appoint a member of staff from the SLT to the role of DSL as an explicit part of the role-holder's job description.
- Appoint one or more deputy DSLs to provide support to the DSL and ensure that they are trained to the same standard as the DSL and that the role is explicit in their job descriptions.
- Facilitate a whole-school approach to safeguarding; this includes ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.
- Where there is a safeguarding concern, ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- Ensure systems are in place, children to confidently report abuse, knowing that their concerns will be treated seriously, and they can safely express their views and give feedback; these systems will be well-promoted, easily understood, and easily accessible.
- Ensure that staff have due regard to relevant data protection principles that allow them to share and withhold personal information.
- Ensure that a member of the governing board is nominated to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the headteacher or another governor.
- Guarantee that there are effective and appropriate policies and procedures in place.
- Ensure all relevant persons are aware of the school's local safeguarding arrangements, including the governing board itself, the SLT and DSL.
- Make sure that pupils are taught about safeguarding, including protection against dangers online (including when they are online at home), through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Adhere to statutory responsibilities by conducting pre-employment checks on staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensure that staff are appropriately trained to support pupils to be themselves at school, e.g. if they are LGBTQ+.
- Ensure the school has clear systems and processes in place for identifying possible mental health problems in pupils, including clear routes to escalate concerns and clear referral and accountability systems.
- Guarantee that volunteers are appropriately supervised.
- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that all staff receive safeguarding and child protection training updates, e.g. emails, as required, but at least annually.
- Ensure that all governors receive appropriate safeguarding and child protection training upon their induction and that this training is updated regularly.

- Certify that there are procedures in place to handle allegations against staff, supply staff, volunteers and contractors.
- Confirm that there are procedures in place to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- Guarantee that there are procedures in place to handle pupils' allegations against other pupils.
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff.
- Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to child-on-child abuse.
- Guarantee that there are systems in place for pupils to express their views and give feedback.
- Establish an early help procedure and ensure all staff understand the procedure and their role in it.
- Appoint a designated teacher to promote the educational achievement of LAC and ensure that this person has undergone appropriate training.
- Ensure that the designated teacher works with the VSH to discuss how the pupil premium funding can best be used to support LAC.
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regard to the pupil's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses for pupils who become absent from education, particularly on repeat occasions and/or for prolonged periods, to help identify any risk of abuse, neglect or exploitation, and prevent the risk of their disappearance in future.
- Ensure that all members of the governing board have been subject to an enhanced DBS check.
- Create a culture where staff are confident to challenge senior leaders over any safeguarding concerns.
- Be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), the Data Protection Act 2018, the UK GDPR and the local multi-agency safeguarding arrangements.

2.4 The Roles and Responsibilities of the DSL/DSAL/SSL and the deputy DSL (in the absence of the DSL)

The DSL/DSAL /SSL at High Grange School is the Principal who co-ordinates the schools safeguarding and child protection arrangements by providing advice and support to other staff; on child welfare and child protection matters; to take part in strategy meetings and inter-agency meetings; and /or to support other staff to do so; and to contribute to the safety assessment of children.

The DSL/SSL/DSAL liaises with the Local Authority's and works with other agencies in line with Working Together to Safeguard Children (2023) – Changes to statutory guidance Working together to safeguard children new regulations December 2023. Where there are serious/complex needs or child protection concerns, this includes referrals to Children's

Social Care. In exceptional circumstances, i.e., in an emergency or concern that appropriate action hasn't been taken, staff members can speak directly to Children's Social Care. (Please refer to High Grange School safeguarding adult's policy for Gavin Spicer's responsibilities regarding safeguarding adults as DSAL).

Gavin Spicer, Principal is the named DSL/SSL /DSAL at High Grange School.
Chris Haines is the named deputy DSL at High Grange School.

DSL/SSL/DSAL responsibilities:
- KCSIE 2025 Annex C Role of the designated safeguarding lead
  - HGS board of governors and directors including the schools joint proprietors have ensured the schools DSL, SSL, DASL is a member of the senior leadership team. (Gavin Spicer Principal)
  - HGS Deputy designated safeguarding lead Chris Haines is trained to the same standard as the DSL.
  - HGS has a Prevent lead that supports the DSL Alison Seager Spicer.
  - HGS is fully compliant with 'working with others' (Annex C KCSIE 2025) Alison Seager Spicer is HGS appropriate adult and senior mental health lead.
- Keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale for those decisions. This should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program
- Take lead responsibility for safeguarding and child protection, including online safety.
- Provide advice and support to other staff on child welfare, safeguarding and child protection matters.
- Take part in strategy discussions and inter-agency meetings, and/or support other staff to do so.
- Act as a source of support, advice and expertise for all staff.
- Act as a point of contact with the safeguarding partners.
- Link with safeguarding partner arrangements to make sure that staff are aware of the training opportunities available and the latest local policies on safeguarding.
- Encourage a culture of listening to children and taking account of their wishes and feelings; this includes understanding the difficulties pupils may have in approaching staff about their circumstances and considering how to build trusted relationships that facilitate communication.
- Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters specifically, to ensure that staff are supported during the referrals processes; and to support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.
- Mange ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Liaise with staff on matters of safety, safeguarding and welfare, including online and digital safety.
- Liaise with staff when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.
- Liaise with the senior mental health lead Alison Seager Spicer and clinical psychologist Dr Joanne Harrison where safeguarding concerns are linked to mental health.

- Liaise with the Head teacher Matthew Cottrell and Chris Haines Deputy Head teacher (deputy DSL) to inform them of safeguarding issues, especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
  Refer all cases of suspected abuse to Children's Social Care, and if appropriate the Local Authority Designated Officer (LADO) for child protection concerns, the DBS, and the police in cases where a crime has been committed. The Derbyshire LADO is Miles Dent 01629 531940 or 07807 169166
- Understand the assessment process for providing early help and intervention.
- Support staff members in liaising with other agencies and setting up inter-agency assessment where early help is deemed appropriate.
- Keep cases of early help under constant review and refer them to the Children's Social Care if the situation does not appear to be improving.
- Have a working knowledge of how LAs conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.
- During term time, be available during school hours for staff to discuss any safeguarding concerns. The school day is 8.30am – 4.30pm. The DSL / SSL is available to be contacted via e mail or work mobile beyond these hours should staff have an urgent safeguarding concern or query.
- The DSL / SSL should undergo training to provide them with the knowledge and skills required to carry out the role. Ensure the deputy DSL is trained to the same level as the DSL.
- Ensuring that the DSL/SSL/DSAL retains overall responsibility for safeguarding even when the activities associated with the role are delegated to deputies.
- Ensuring that children and young people who are at risk of harm or who have been potentially abused are immediately protected and safe from harm or abuse (DSL/SSL/DSAL to reinforce with all staff the difference between a concern and immediate danger or risk of harm and also ensure that staff know different safeguarding criteria for action).
- Ensuring they have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.
- Referring cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and refer cases where a crime may have been committed to the Police as required.
- If the concerns or alleged abuse relate to the child or young person's home life, then the DSL/SSL/DSAL should contact the relevant local Children's Services team.
  Refer cases:
    - To CSCS where abuse and neglect are suspected, and support staff who make referrals to CSCS.
    - To the Channel programme where radicalisation concerns arise, and support staff who make referrals to the Channel programme.
    - To the police where a crime may have been committed, in line with the National Police Chiefs' Council (NPCC) guidance.
- The DSL/SSL/DSAL referring must ensure the school does not take any further action without first consulting the relevant Children's Services team.

- Providing a full written record of the referral and accurate chronology outlining communication and actions taken to the local area Children's Services team within 24 hours.
- Ensuring that all records are maintained confidentially, securely, and separately from other children and young person's records. Access to the confidential records is restricted to the DSL/SSL/DSAL, deputy DSL and the school's safeguarding leads / officers.
- Providing support and guidance to staff on safeguarding issues and ensuring all staff, including those who are new or part time, are confident to report concerns in a timely manner.
- Ensuring that the DSL/SSL/DSAL or Deputy DSL attends case conferences, CORE groups or other multi agency planning meetings, contributes to assessments and provides a report that has been shared with the parents when appropriate.
- Liaising with other agencies and professionals (e.g., Derby and Derbyshire Safeguarding Partnerships, Social Workers, CAMHS) and ensuring that the school has up to date knowledge of the Derbyshire Safeguarding Partnerships procedures which all staff are able to access. Derbyshire LSCB - 01629 533190.
- Work with the board of directors / governors to ensure the school's Child Protection and Safeguarding Policy is reviewed annually and the procedures are updated regularly.
- Maintain an overview of all children where there are concerns, i.e.: children who are Looked After, Child in Need plan, Child Protection plan, Early Help Assessment or who staff have concerns over. Organise regular Safeguarding team meetings to ensure that information is shared as needed.
- Ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents/carers are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.
- Promote supportive engagement with parents in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.
- Ensuring that the school knows which pupils have or had a social worker.
- Understanding the academic progress and attainment of these pupils.
- Maintaining a culture of high aspirations for these pupils.
- Supporting teachers to provide additional academic support or reasonable adjustments to help these pupils reach their potential.
- Helping to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues these pupils are experiencing with teachers and the SLT.
- Link with the local LSCP to make sure that staff members are aware of the training opportunities available and made aware of the latest local policies on safeguarding.
- Ensure that a pupil's child protection file is copied when transferring to a new school within 5 working days either at the start of a new academic year or if there is a transition within the academic year and consider any additional information that needs to be shared.
- The DSL may contact the new school in advance of the child leaving. Reasons may include to ensure continued support for those children who have a social worker and been victims of abuse or those who are currently receiving support through the 'channel programme' to ensure support is in place for when they arrive.
- Keep detailed, accurate, secure written records of concerns and referrals, and understand the purpose of this record-keeping. Ensure child protection files are kept up to date. Information should be kept confidential and stored securely. Records should include.

- A clear and comprehensive summary of the concern
- Details of how the concern was followed up and resolved
- A note of any action taken, decisions reached and all outcomes

- The DSL/SSL/DSAL and their deputies are most likely to have a complete safeguarding picture and will be the most appropriate individuals to advise on any safeguarding concerns.
- Take lead responsibility for safeguarding and child protection, including online safety and understanding the filtering and monitoring systems and processes in place.
- Pupils accessing alternative provision within the school day. Where pupils at High Grange School are placed with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs.
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK GDPR.
- The designated teacher has a responsibility for promoting the educational achievement of LAC and PLAC, and for children who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care outside England and Wales.

2.5 Named High Grange School Staff with Specific Safeguarding Responsibilities

*All safeguarding leads are trained to manage 'causes for concern,' make referrals and support pupil disclosures. All safeguarding leads can manage a referral from the initial disclosure through to obtaining an outcome. The DSL has strategic oversight of all child protection and safeguarding concerns.

Gavin Spicer – DSL / SSL and Principal
Overall responsibility for child protection and safeguarding children and young people at HGS. strategic support for all staff and safeguarding leads. Have oversight of all referrals and 'causes for concern.' Manage allegations against staff including low-level concerns. Hold termly safeguarding leads meetings and plan staff training. Update policies and procedures, attend child protection meetings / conferences and attend TAF, CIN, LAC and PEP meetings as required.

Chris Haines - DDSL and Deputy Head Teacher
Deputy DSL – responsible for safeguarding and child protection when Gavin Spicer is off site. Support early help assessments. Manage referrals and causes for concern and where required escalate concerns. Deliver staff training as required and support community links.

Alison Seager Spicer – Safeguarding lead and Assistant Head / mental health lead / PSHE co-ordinator / TA manager
Complete oversight of safeguarding in the curriculum key stage 1-5. Organises extracurricular activities and drop-down days. Information sharing with parents and pupils regarding support available outside of school – school website. Supports staff training and establishes community links. Alison also completes safe and well checks as required. Manages referrals and causes for concern and where required escalate concerns. Alison is a point of contact for pupils / parents is there are any safeguarding difficulties outside of school often supports online matters arising outside of school. Alison is HGS appropriate adult and senior mental health lead. Alison monitors the student HGS students safeguarding e mail.

Zoe Thomson – Safeguarding lead / parent liaison officer
Parent and family support. Contactable out of hours. Attends TAF, CIN, LAC, PEP and core group meetings. Local help and support in the community and updates parents regarding help and support available locally. Zoe also initiates Early Help and is the schools direct link between the school and the parents and Zoe ensures early help assessments are completed, sent to social care and she will then work towards positive outcomes for HGS children and families.

Jonathan Salt - safeguarding lead / class and music teacher
Supports and manages HGS referrals 'causes for concerns'. Supports staff training – writes training, delivers training and helps support community links.

Richard Stretton – safeguarding lead – class teacher
Supports EHA / offers staff support and advice following up outcomes / escalating concerns when required / staff training – (delivering) – pupils' extra-curricular house events and delivers drop down days to pupils.

Heather Brandon White – Safeguarding lead – school nurse
Supports and manages HGS referrals 'causes for concerns'. Offers medical oversight on all referrals /'causes for concern' and provides additional oversight on mental health concerns. HGS has witnessed an increase in pupils diagnosed with eating disorders and specifically Arfid (avoidant / restrictive food intake disorder.)

Karen Noon – Named Safeguarding governor and joint named CEO of High Grange School.

Main Responsibilities

Compliance
The safeguarding governor is responsible for ensuring that the schools safeguarding policies and procedures are in place and that they are robust and compliant with legal requirements and national legislation.

Working in partnership with High Grange Schools DSL
The schools board of governors and directors attend weekly leadership team meetings where safeguarding is reviewed weekly. Safeguarding information is shared at least weekly. Karen Noon monitors the schools safeguarding practises and ensures safeguarding procedures are implemented effectively in line with the school local procedures and current legislation.

Staff training and awareness
Karen Noon ensures that staff safeguarding training is fully compliant with national legislation and guidance. High Grange School supports extremely vulnerable children and young people. Staff safeguarding training therefore is comprehensive. Mandatory safeguarding training is completed annually. Staff training is also flexible and current to the identified local risks or concerns. Karen Noon also ensures that the schools safeguarding leads have supervision and that their well-being is supported given the complex nature of the schools pupil cohort.

Reporting and Accountability

The schools DSL will termly report to the board and give a comprehensive written overview of the children's and young people's safeguarding referrals, action taken and overall outcome obtained. The DSL will expect to be challenged on open or on-going referrals, referrals that have been escalated to early help, social care or child protection. The safeguarding governor offers support and guidance to the DSL. The safeguarding governor is responsible for any concerns raised against the school's Principal.

2.6 Safeguarding Lead/ Officers responsibilities

Training, knowledge, and skills

- Safeguarding leads / officers will attend external safeguarding training delivered by Derbyshire children's safeguarding partnerships or equivalent annually.
- Safeguarding leads will attend 'safeguarding leads meeting' at least termly to discuss current safeguarding / child protection issues/ legislation/ updated local procedures/ school trends and analysis of current safeguarding concerns.
- Know High Grange Schools safeguarding and child protection procedures and be confident assisting staff with 'causes for concern' and then in conjunction with the DSL/SSL/DSAL and deputy DSL pass information onto Derbyshire children and adults safeguarding partnerships and relevant external LA safeguarding partnerships where pupils out of county come from. The safeguarding officer / lead would then record actions taken and information passed on in a chronological order. This information would then be transferred onto 'behaviour watch' so information can be shared securely and electronically.
- Able to keep detailed accurate, secure written records of 'referrals' and / or 'concerns'.
- Develop effective links with relevant statutory and voluntary agencies.

Referrals, tracking and monitoring

- Refer cases of suspected abuse or allegations to the first contact team of the LA where the pupil lives.
- Support and advise colleagues within the school regarding children / young people / adults disclosing information about child protection or safeguarding.
- Maintain an overview of all children where there are concerns i.e., children who have or need an early help assessment, children who are looked after (LAC), children who are on a child protection plan or any children where there are 'concerns' reported or recorded.
- Lease with the Principal/DSL/SSL/DSAL and deputy DSL to inform them of any on-going investigations and ensure that all 'causes for concerns' are reported and recorded using local safeguarding policies and procedures.

2.7 Other Key Safeguarding Contacts

- Children's Social Care
  - Starting Point (Derbyshire – Referral Concern   01629 533190
  - Starting Point (Consultation and advice Professional)   01629 535353
  - Call Derbyshire (Out of Hours)   01629 532600
  - First Contact Team (Derby City)   01332 641172
  - First Contact (LADO – Derby City)   01332 642376
  - Care line (out of hours' service) (Derby City)   01332 956 606
  - Derby City professional consultation 07812 300329

Welcome to the Online Procedures for the Derby and Derbyshire Safeguarding Children Partnership (proceduresonline.com)

- Local Authority Designated Officer (LADO) (Derbyshire) 01629 531940 – Miles Dent or email Professional.Allegations@derbyshire.gov.uk
- Derby City LADO 01332 642376 CPMduty@derby.go.uk
- School Police Liaison – PCSO Derbyshire Megan Taylor – Derbyshire Police 101

3.0 Safe School Ethos and Culture

High Grange School adopts an open and accepting attitude towards children as part of our responsibility for pastoral care. Children, parents, and staff will be free to talk about any concerns and will see the school as a safe place when their difficulties can be shared. Children's worries and fears will be taken seriously, and children encouraged to seek help from school or care staff. High Grange School adopts a culture where Safeguarding is not just a 'duty'. High Grange School staff are committed to making every young person feel that their future is protected, nurtured, and empowered.

High Grange School will therefore ensure that:
- An ethos where children feel secure and are encouraged to talk and are listened too, taken seriously, and responded to appropriately is established and maintained.
- Children are involved in the decision-making which affects them.
- Children know that there are emotionally available adults in the school whom they can approach if they are worried or have difficulties and the school has well developed listening systems.
- Posters are displayed which detail contact numbers for appropriate support services and child protection helplines e.g., Child line.
- Curriculum activities and opportunities to equip children with the skills they need to stay safe from abuse.
- There is a clear written statement of the standards of behaviour and the boundaries of appropriate behaviour expected of staff and pupils that is understood and endorsed by all.
- Positive and safe behaviour is encouraged among children and staff are alert to changes in child's behaviour and recognise that challenging behaviour may be an indicator of abuse.
- Effective working relationships are established with parents and colleagues from partner agencies.
- Being aware that the personal and family circumstances and lifestyles of some children lead to an increased risk of neglect and or abuse.
- Staff are appropriately trained in safeguarding according to their roles and responsibilities, have regular opportunities for safeguarding briefings and records are kept of all training undertaken.
- Staff stay alert and there is a clear culture of vigilance, supervision and high standards of monitoring and reporting.
- Safe recruitment procedures are used to make sure that all appropriate checks are carried out on staff (and volunteers) who work with children. (See Recruitment and Training Policy).
- Any groups using school premises for the provision of services to children have their own safeguarding policies or adopt the school policy.

3.1 Safeguarding as Part of the Curriculum

Through PSHE, RSE / Citizenship / enrichment mornings / afternoons and drop-down days High Grange School ensure children feel supported to develop their knowledge, skills and understanding through an age appropriate, sequenced and spiralled curriculum. The curriculum is flexible and also considers local area risks, contextualised safeguarding, pupils concerns and pupil voice. Pupils learn about local and national support services. PSHE is now compulsory in the school from key stage 1 through to key stage 5. High Grange School is a member of the PSHE association. PSHE educates pupils on *Relationship Sex Education (RSE), Health Education* is compulsory. As a school we have developed our PSHE curriculum to meet statutory requirements / guidance and we are committed to educate our pupil's. The school actively promotes equality, diversity, and difference. The personal development curriculum is extensive at High Grange School.

Please refer to **appendix 8 Overview of Safeguarding within the curriculum at High Grange School**

High Grange School recognises and understands that effective safeguarding systems are child centred and personalised to the individual pupil. Children and young people in our school are clear what they want from an effective safeguarding system.

All our children want to be respected, their views to be heard, to have stable relationships with professionals built on trust and for consistent support provided for their individual needs. This guides the behaviour of our staff. Anyone working with children should see and speak to the child; listen to what they say, take their views seriously; and work with them collaboratively when deciding how to support their needs. A child-centred approach is supported by:
- The Equality Act 2010 which puts a responsibility on public authorities to have due regard to the need to eliminate discrimination and promote equality of opportunity. No child or group of children must be treated any less favourably than others in being able to access effective services which meet their particular needs.
- The United Nations Convention on the Rights of the Child (UNCRC). This is an international agreement that protects the rights of children and provides a child-centred framework for the development of services to children.
- High Grange School has an active pupil voice through our school council.

3.2 Additional Vulnerabilities

The children at High Grange School are at increased risk or abuse by virtue of the difficulties that they face due to their 'autism' diagnosis. Many factors can contribute to this increase in risk, including prejudice and discrimination, isolation, social exclusion, communication issues, reluctance on the part of some adults to accept that abuse happens, they have a high level of tolerance in respect of neglect, they all have SEN, and all our pupils have an EHC plan.

To ensure that all of our children receive equal protection that would be provided for any child, we give special consideration and attention to the children by virtue of:
- Special educational needs, diagnosis of high functioning autism and those with learning disabilities
- Child and child abuse – sexual violence and sexual harassment between children

- Bullying / Cyberbullying
- Radicalisation
- Sexting (youth produced sexual imagery)
- Criminal exploitation
- The fact that mental health difficulties can be an indicator of abuse
- Adverse Childhood experiences and trauma
- The fact that they may be living away from their family home.
- The additional intimate care that they need.

Additional, special consideration will be given to children, where the following factors are prevalent in their lives:
- Living in a known domestic abuse situation
- Affected by known parental substance misuse
- Asylum seekers/Refugee
- New communities
- Living away from home, including private fostering arrangements
- Vulnerable to being bullied, or engaging in bullying
- Go missing from school, particularly on repeat occasions
- Living in temporary accommodation
- Living transient lifestyles
- Living in chaotic, neglectful, and unsupportive home situations
- Vulnerable to discrimination and maltreatment on the grounds of race, ethnicity, religion, or sexuality
- Are at risk of sexual exploitation
- Young carers
- Looked after children
- Do not have English as a first language
- Parent(s) who are in prison.

*Special consideration includes the provision of safeguarding information, resources, support services in community, languages, and accessible formats.

Examples of Additional Vulnerability:
High Grange school recognises that some groups of pupils can face additional safeguarding challenges, both online and offline, and understands that further barriers may exist when determining abuse and neglect in these groups of pupils. Additional considerations for managing safeguarding concerns and incidents amongst these groups are outlined below.

Prescribed Medication – Careful consideration and review is required of any prescribed 'psychotropic' or 'anti-psychotic' drugs and medication. Under the umbrella of exercising our duty of care and our responsibility to safeguard our children – via the 'school nurse' who is responsible for the administration of medication within school with trained education staff who will monitor and ensure oversight of such powerful drugs in a collegiate manner in discussion/liaison with Parents, GP's and CAMHS services where involved.

Pupils who need social workers
Pupils may need social workers due to safeguarding or welfare needs. These needs can leave pupils vulnerable to further harm and educational disadvantage.

As a matter of routine, the DSL will hold and use information from the LA about whether a pupil has a social worker in order to make decisions in the best interests of the pupil's safety, welfare, and educational outcomes.

Where a pupil needs a social worker, this will inform decisions about safeguarding, e.g., responding to unauthorised absence, and promoting welfare, e.g., considering the provision pastoral or academic support.

Home-educated children

Parents may choose elective home education (EHE) for their children. In some cases, EHE can mean that children are less visible to the services needed to safeguard and support them.

In line with the Education (Pupil Registration) (England) Regulations 2006, the school will inform the LA of all deletions from the admissions register when a pupil is taken off roll.

Where a parent has expressed their intention to remove a pupil from school for EHE, the school, in collaboration with the LA and other key professionals, will coordinate a meeting with the parent, where possible, before the final decision has been made, particularly if the pupil has SEND, is vulnerable, and/or has a social worker.

LAC and PLAC

Children most commonly become looked after because of abuse and/or neglect. Because of this, they can be at potentially greater risk in relation to safeguarding. PLAC, also known as care leavers, can also remain vulnerable after leaving care.

The governing board will ensure that staff have the skills, knowledge and understanding to keep LAC and PLAC safe. This includes ensuring that the appropriate staff have the information they need, such as:

- Looked after legal status, i.e., whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order.
- Contact arrangements with parents or those with parental responsibility.
- Care arrangements and the levels of authority delegated to the carer by the authority looking after the pupil.

The DSL will be provided with the necessary details of pupils' social workers and the VSH, and, for PLAC, personal advisers.

Further details of safeguarding procedures for LAC and PLAC are outlined in the school's LAC Policy.

LGBTQ+ pupils The fact that a pupil may be LGBTQ+ is not in itself an inherent risk factor for harm; however, staff will be aware that LGBTQ+ pupils can be targeted by other individuals. Staff will also be aware that, in some cases, a pupil who is perceived by others to be LGBTQ+ (whether they are or not) can be just as vulnerable as pupils who identify as LGBTQ+.

Staff will also be aware that the risks to these pupils can be compounded when they do not have a trusted adult with whom they can speak openly with. Staff will endeavour to reduce the additional barriers faced by these pupils and provide a safe space for them to speak out and share any concerns they have. This section remains under review. 'This section remains under review, pending the outcome of the gender questioning children guidance consultation, and final gender questioning guidance documents being published.'

3.3 Working with Parents and Carers

We recognise the importance of working together with parents/carers to educate as well as safeguard and promote the welfare of children.

High Grange School will ensure that:
- We work with parents positively, openly and honestly.
- Parents are encouraged to discuss their issues or concerns about safely and welfare of children, and they will be listened to and taken seriously.
- We will provide parents with information about the support available to keep children safe within the school, locally and nationally.
- Up to date and accurate information is kept about pupils i.e., names and contact persons with whom the child normally lives, those with parental responsibility, emergency contact details, if different form the above those authorised to collect the child from school, name and contact details of GP, any relevant court orders or any other factors which may impact on the safety and welfare of the child.
- Information about pupils given to us by children themselves, their parents or carers or by other agencies will remain confidential. Staff will be given relevant information on a 'need to know' basis in order to support the child.
- It is made clear to parents and carers that the school has a duty to share information when there are any safeguarding concerns. Also, that there is a duty to keep records which relate to safeguarding work by the school, or partner agencies. These will be kept securely, kept apart from the main pupil record and only accessible to key members of staff. Copies of these records will be sent to any school which the child transfers.
- Where we have reason to be concerned about the welfare of child, we will always seek to discuss this with.
- The child's parents or carers first, however there may be occasions where we are not able to do this.
- As part of the usual communication with parents, the school will reinforce the importance of pupils being safe online and inform parents that they will find it helpful to understand what systems the school uses to filter and monitor online use.
- The school will also where required make it clear to parents what their children are being asked to do online for school.

4.0 Taking Action on Safeguarding Concerns

Learning from Serious Case Reviews continues to identify the need for improved record keeping and information sharing, both within and between agencies.

All concerns, discussions and decisions made; and the reasons made for these decisions should be recorded in writing. If in any doubt about recording requirements staff should discuss with the DSL/SSL/DSAL.

Staff will be aware that pupils 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. Staff will be aware that this must not prevent them from having professional curiosity and speaking to the DSL, or deputy DSL, if they have a concern about a pupil.

High Grange School recognise that accurate and up-to-date record keeping is essential for a number of reasons:

- It helps the school identify causes for concern at an early stage. Often it is only when a number of seemingly minor issues are taken as a whole that a safeguarding or child protection concern becomes clear.
- It helps the school to monitor and manage its safeguarding practices.
- It helps to evidence robust and effective safeguarding practice in inspections and audits.
- Accurate and specific records are important where there are child protection and safeguarding concerns e.g., a chronology of information gathered, and action taken.

High Grange School has clear procedures for reporting and recording child protection concerns (please refer to the 'Child Protection Record keeping procedures' document). This should be read in conjunction with:

- **DFE Keeping Children Safe in Education (Sept 2025)**
- Information Sharing: Guidance for practitioners and Managers https://www.education.gov.uk/publications/eOrderingDownload/00807-2008BKT-EN-March09.pdf

The procedures give clear guidance on:
- Recording reports
Storing child protection (CP) files
- Who has access to CP files and information sharing
- Transferring CP Files
- Retention of CP files
- Auditing of CP files
Well-kept records are essential in situations where it is suspected or believed that a child may be at risk from harm.

Records should:
- State who was present, time, date and place
- Use the child's words wherever possible
- Be factual/state exactly what was said
- Differentiate clearly between fact, opinion, interpretation, observation and/or allegation
- Be written in ink and signed by the recorder as well as transferred to the Behaviour Watch system

Records about child protection or pertaining to welfare concerns or issues, including EHA paperwork, will be retained securely and separately to the curriculum records of the child. A clear 'signpost' will indicate in a young person's main file that a confidential report is held in a separate Child Protection file. If the child moves to another school or education setting, these records will be suitably redacted in regard to the identification of other children or adults and sent in a timely and secure manner to the Designated Safeguarding Person of the receiving school or college.

Initial Cause for Concern Forms
These forms are completed by staff to record clear safeguarding related concerns. When completed, these forms should then be given to the Designated Safeguarding Lead/SSL or Deputy Safeguarding lead who will then make the decision whether a referral is needed to

the local authority of where the child resides' First Response Team (or equivalent other Local Children's Services Care team) or the child's existing social worker.

Attendance at Child Protection Conferences
The Designated Safeguarding Lead/SSL or their deputy will be expected to attend the initial Child Protection Conference and Reviews and provide a written report.

Parents should be informed of what is in the report as there should be no surprises about the information shared at Conference.

If a child is made subject to a Child Protection Plan, it may be more relevant for the class teacher or Assistant Head to attend the subsequent core group meetings, and they will be given appropriate support around safeguarding issues by the Designated Safeguarding Lead.

If a child is made subject to a Child Protection Plan this will be clearly signposted in his/her main file, but confidential records will not be kept in the main file, these will be securely stored separately.

Key points to remember for taking action are:
- In an emergency take the action necessary to help the child, for example, call 999/101.
- **Report your concern to the DSL/SSL/DSAL**, deputy DSL or designated safeguarding leads / officer **Immediately** as soon as you can and by the end of the day at the latest.
- If the DSL/SSL/DSAL, deputy DSL and designated safeguarding leads / officers are not around, ensure the information is shared with the most senior person in the school that day and ensure action is taken to report complex/serious or child protection concerns to Children's Social Care.
- Do not start your own investigation.
- Staff should only involve those who need to be involved when a child tells them he/she is being abused or neglected – do not discuss the issue with colleagues, friends or family.
- Complete a record of the concerns (see Appendix 6).
- Seek support for yourself if you are distressed.

All staff should follow the Derby and Derbyshire Safeguarding Children Procedures; these can be located *on http://www.derbyshirescb.org.uk/*

It is *not* the responsibility of the school staff to investigate welfare concerns or determine the truth of any disclosure or allegation; this is the responsibility of Children's/Adult Social Care. All staff, however, have a duty to recognise concerns and maintain an open mind. Accordingly, all concerns regarding the welfare of pupils will be recorded and discussed with the Designated Senior Person with responsibility for safeguarding (or another senior member of staff in the absence of the designated person) prior to any discussion with parents.

4.1 If You Suspect a Child has Emerging, Complex/Serious Needs or There Are Child Protection Concerns

Information about abuse and neglect can be found in Appendix 2.

There will be occasions when you suspect that a child may be at risk, but you have no 'real' evidence. The child's behaviour and or appearance may have changed, their attendance at school may have reduced, their ability to concentrate and focus may have altered, or you may have noticed other physical but inconclusive signs. In these circumstances, you should try to give the child the opportunity to talk. The signs you have noticed may be due to a variety of factors and it is fine to ask the child if they are alright or if you can help in any way.

Ensure you record these early concerns using the Child's Daily Recording If a child or adult does begin to reveal that a child is being harmed you should follow the advice in the section 'If information is a disclosed to you'.

4.2 If Information is Disclosed to You

It takes a lot of courage for a child, parent, carer or other significant adult to disclose that they are worried or have concerns. They may feel ashamed, the abuser may have threatened what will happen if they tell, they may have lost all trust in adults, or they may believe, or have been told, that the abuse is their own fault.

If a child or adult talks to you about any risks to a child's safety or wellbeing you will need to let them know that you must pass the information on – **you are NOT allowed to keep secrets**. The point at which you do this is a matter for professional judgement. If you jump in immediately, the child or adult, may think that you do not want to listen, if you leave it till the very end of the conversation, they may feel that you have misled them into revealing more than they would have otherwise.

During your conversation with the child or adult:
Staff will ask open ended questions and avoid leading /closed questions where possible. Staff can use 'TED' to help the child / adult disclose information.
T -ELL
E-XPLAIN
D-ESCRIBE

- Allow them to speak freely, listen to what is being said without interruption and without asking leading questions.
- Keep questions to a minimum and of an open nature i.e., 'can you tell me what happened?' rather than 'did x hit you?'
- Remain calm and do not overreact – the child or adult may stop talking if they feel they are upsetting you.
- Give reassuring nods or words of comfort – 'I'm so sorry this has happened', 'I want to help', 'This isn't your fault', 'You are doing the right thing in talking to me'.
- Do not be afraid of silences – remember how hard this must be for the child or adult.
- Under no circumstances ask investigative questions – such as 'how many times this has happened?', whether it happens to siblings too, or what do other family members think about all this.
- At an appropriate time tell the child or adult that in order to help them you must pass the information on.
- Do not automatically offer any physical touch as comfort; it may be anything but comforting to a child who has been abused.

- Avoid admonishing the child or adult for not disclosing earlier. Saying 'I do wish you had told me about this when it started' or 'I can't believe what I'm hearing' may be your way of being supportive but they may interpret it that they have done something wrong.
- Tell the child or adult what will happen next. The child or adult may agree to go with you to see the Designated Safeguarding Lead/SSL. Otherwise let them know that someone will come to see or contact them before the end of the day.
- Report verbally to the Designated Safeguarding Lead (DSL)/SSL/DSAL or Deputy DSL.
- Write up your conversation as soon as possible and hand it to the Designated Safeguarding Lead on a 'cause for concern form'.
- Seek support if you feel distressed.

Staff must always <u>immediately</u> inform the Designated Safeguarding Lead (DSL)/SSL/DSAL if there is:
- Any suspicion that a child is injured, marked, or bruised in a way which is not readily attributable to the normal knocks or scrapes received in play.
- Any explanation given which appears inconsistent or suspicious.
- Any behaviours which give rise to suspicions that a child may have suffered harm.
- Any concerns that a child may be suffering from inadequate care, ill treatment, or emotional maltreatment.
- Any concerns that a child is presenting signs or symptoms of abuse or neglect.
- Any significant changes in a child's presentation, including non-attendance.
- Any hint or disclosure of abuse about or by a child / young person.
- Any concerns regarding person(s) who may pose a risk to children e.g., living in a household with children present.
- Information which indicates that the child is living with someone who does not have parental responsibility for them (private fostering).
- Any concerns that a child is at risk of 'forced marriage', 'honour-based violence' or 'female genital mutilation' (FGM).

4.3 Role of the DSL Following Identification of Needs or Concerns

The Designated Safeguarding Lead (DSL)/SSL/DSAL will:
- Assess any urgent medical needs of the child.
- Consider whether the child has low level, emerging needs or complex/serious needs or if there are child protection concerns.
- Check whether the child is currently subject to a child protection plan, or has previously been subject to a plan, is looked after, has child in need plan or an early help assessment (EHA) or is open to a Multi-Agency Team (MAT) or known to another agency.
- Confirm whether any previous concerns have been raised by staff.
- Consider whether the matter should be discussed with the child's parents or carers or whether to do so may put the child a further risk of harm (see below).
- If unsure that a child protection referral should be made, seek advice from Children's Social Care.

4.4 Notifying Parents

The school will normally seek to directly discuss any needs or concerns about a child with their parents or carers. This must be handled sensitively. Where an early help assessment (EHA) would benefit the child and their family the most appropriate member of school staff should approach the parent/carer to take this forward. In situations where there are

serious/complex needs or child protection concerns the DSL/SSL/DSAL will contact the parent or carer. However, if the school believes that notifying parents could increase the risk to the child or exacerbate the problem, then advice will first be sought from Children's Social Care.

4.5 Getting Help for the Child

If a referral to Social Care is not considered appropriate, consideration should be made to what support the child and family need. The school will consider what support could be offered within the school, it may be useful to undertake an EHA to clarify the child's needs/strengths and the supports required and/or make a referral for other services.
Full written records of the information that the DSL/SSL/DSAL received, detailing the actions taken or not taken and the reasons for these will be made.

If social care need to be contacted, then the local authority of where the pupil lives will be contacted. Professionals do not need to inform Derbyshire local safeguarding partnerships unless it is an emergency and the pupil's local authority safeguarding partnerships cannot be contacted.

Using the Early Help Assessment (EHA)
The DSL will take the lead where early help is appropriate. This includes liaising with other agencies and setting up an inter-agency assessment as appropriate. The local early help process will be followed as required.
Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner. Any such cases will be kept under constant review and consideration given to a referral to CSCS for assessment for statutory services if the pupil's situation is not improving or is worsening.

All staff are able to support the completion of an early help assessment. The High Grange School team around the child will support the completion of the early help assessment and the school's parent liaison officer will work closely with the family to ensure the family / carer's needs are reflected accurately. High Grange School will provide as much contextual information as possible as part of the referral process. The school will consider the wider environmental factors affecting the child's life that may pose a threat to their safety and/or welfare.

Children with Emerging Needs and those children who may require early help
All Staff working within the school should be alert to the potential need for Early Help for children, following the procedures identified for initiating Early Help using the local and current Safeguarding Partnership Threshold Document, and also consideration for a child who:
- Early help is support for children of all ages that improves a family's resilience and outcomes or reduces the chance of a problem getting worse.
- Are disabled, have certain health conditions, or have specific additional needs.
- Have SEND, regardless of whether they have a statutory EHC plan.
- Have mental health needs.
- Are young carers.
- Show signs of being drawn into anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines.
- Are frequently missing or going missing from care or from home.

- Have family members in custody or is affected by parental offending.
- Are at risk of modern slavery, trafficking, or sexual or criminal exploitation.
- Are at risk of being radicalised or exploited.
- Have family members in prison or are affected by parental offending.
- Are in a family circumstance presenting challenges for them, such as drug and alcohol misuse, adult mental health problems, or domestic abuse.
- Misuse drugs or alcohol.
- Have returned home to their family from care.
- Are at risk of HBA, such as FGM or forced marriage.
- Are privately fostered.
- Are persistently absent from education, including persistent absences for part of the school day.
- Show early signs of abuse and/or neglect in other ways.

We acknowledge that these children are more vulnerable. This School will identify who these children are in the school. We will monitor their health, safety and wellbeing and ensure all Staff know how to identify these children and to seek advice, help and support they require from the High Grange School safeguarding leads.

The school will not limit its support to pupils affected by the above and will be mindful of a variety of additional circumstances in which pupils may benefit from early help, for example, if they are:
- Bereaved.
- Viewing problematic or inappropriate online content or developing inappropriate relationships online.
- Have recently returned home to their family from care.
- Missing education, or are persistently absent from school, or not in receipt of full-time education.

On our school website, we provide a section for parents. Under that tab we provide early help for parents regarding various safeguarding categories. This allows parents to be more informed about potential areas of concern and if required contact relevant external bodies that can support them further. Throughout the year we will provide parent training (COVID-19 dependent) that will support our early help offer.

Low level needs
Where the school and another service i.e., school nurse, may be able to meet the needs, take swift action and prevent needs escalating, the EHA pre-assessment checklist and request for support form will be completed to identify and document the needs. This process may identify that an early help assessment may be needed and the action to be taken.

Emerging needs
Where the child or parent are likely to require co-ordinated support from a range of early help services, or where there are concerns for a child's well-being or a child's needs are not clear, not known or not being met, staff should discuss the use of the early help assessment with the child and /or their parents or carers. Where a multi-agency response is needed a team around the family / Child (TAF or TAC) should be formed to bring together practitioners from the different services so that they, along with the family, can work together to meet the child's needs.

For more information about the early help assessment process see www.derbyscb.org.uk.

At each stage of the process where serious/complex needs or child protection concerns are identified, a referral to Children's Social Care will be made. See below.

4.6 Referral to Children's Social Care

If it is believed that a child has complex/serious needs or where there are child protection concerns, the DSL/SSL/DSAL will make a referral to Children's Social Care. See DDSCP Threshold document and DDSCP Safeguarding Children procedures chapter 1.2 Making a referral to Children's Social Care.

4.7 Action Following Referral

The Local Authority should make a decision, within one working day of a referral being made, about the type of response that is required and should let the referrer know the outcome.

The DSL/SSL/DSAL or other appropriate member of staff will:
- Follow up the referral in writing within 24 hours using any existing assessment i.e., early help assessment or the child cause for concern referral form.
- Maintain contact with the allocated Social Worker.
- Contribute to the strategy discussion or meetings.
- Provide a report for, attend and contribute to any initial and review child protection conference.
- Share the content of this report with the parent and if appropriate the child, prior to the meeting.
- Attend core group meetings for any child subject to a child protection plan or child in need meeting for any child subject to a child in need plan.
- Where a child is on a child protection plan, child in need plan or is looked after (LAC) moves from the school or goes missing, immediately inform the key worker in Social Care.
- If the child's situation does not appear to be improving the DSL/SSL/DSAL should press for re-consideration. See DDSCP Escalation policy.

4.8 Confidentiality and Sharing Information

"Fears about sharing information cannot be allowed to stand in the way of the need to promote the welfare and protect the safety of children"

"No single professional can have a full picture of a child's needs – everyone who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action" KCSIE 2024

The school will operate with regard to HM Government Information Sharing; Advice for practitioners providing safeguarding services to children, young people, parents and carers (2015) and Derby and Derbyshire Safeguarding Children Partnerships' Information Sharing Agreement and Guidance for Practitioners (2014). All staff will be mindful of the seven golden rules to sharing information (please see Appendix 3).

Staff should only discuss concerns with the Designated Safeguarding Lead/SSL, deputy safeguarding lead or designated safeguarding officer / leads / Head teacher or Proprietor (depending on who is the subject of the concern). That person will then decide who else needs to have the information and they will disseminate it on a 'need-to-know' basis. Wherever possible consent will be sought to share information however, where there are safeguarding concerns about a child, information will be shared with the appropriate organisations such as Children's Social Care. In most cases concerns will be discussed with parents and carers prior to the referral taking place unless by doing so would increase risk.

Records of concerns documentation and other written information will be stored in a locked facility, and any electronic information will be password protected and only made available to relevant individuals. Safeguarding information will be stored separately from the child's school file, and the school file will be 'tagged' to indicate that separate information is held.

The school policy on confidentiality and information-sharing is available to parents and children on request.

Record Keeping/Record Sharing
Pupils who leave the HG school must have child protection file sent to new school / college (within 5 working days). **The school's policy is to photocopy the child's chronology and whole safeguarding file** we keep that in locked child protection filing cabinet and the original documentation is sent recorded delivery to the new provision. We send all safeguarding documentation recorded delivery and the schools DSL/SSL/DSAL signs to state the new school or care provision have received it. Most schools now use electronic safeguarding recording packages – High Grange School Use Behaviour Watch. This system can be used to pass information about a child onto their new educational setting. High Grange School also uses the 'school to school website' so if required they can locate where pupils have moved on to.

High Grange School follows current national guidance regarding allegations against staff. With regards to record keeping any allegations against staff must be kept until staff are older than 75 which is 10 years after statutory retirement.

Any abuse recorded on site whether it be staff on child or child on child is documented and is kept forever.

Any safeguarding / child protection cause for concerns completed forms (HG safeguarding forms) are kept for a minimum of 35 years.

A secure record of files forwarded is retained on our Administrative Information Management System under **'Leavers – Safeguarding'** We also keep an electronic version of all safeguarding causes for concern and outcomes obtained on the schools 'behaviour watch' system which only safeguarding leads have access to.

All concerns about a child will be recorded and records kept. This record will be a separate Child Protection/Welfare Record held on a separate file for each child. We will keep separate logs for each child if there is a bullying incident.

4.9 Support for Those Involved in a Safeguarding/Child Protection Issue

Child neglect and abuse is devastating for the child and can also result in distress and anxiety for staff who become involved. We will support the children and their families and staff by:

- Taking all concerns, suspicions and disclosures seriously.
- Nominating a link person who will keep all parties informed and be the central point of contact.
- Where a member of staff is the subject of an allegation made by a child, a separate link person will be nominated to avoid any conflict of interest.
- Responding sympathetically to any request from a child or member of staff for time out to deal with distress or anxiety.
- Maintaining confidentiality and sharing information on a need-to-know basis only with relevant individuals and agencies.
- Storing records securely.
- Offering details of helplines, counselling or other avenues of external support.
- Following the procedures laid down in our whistle blowing, complaints and disciplinary procedures.
- Co-operating fully with relevant statutory agencies.
- We will also support staff with clinical psychological input if required from safeguarding issues that may arise. This also includes regular meetings, on a termly basis with safeguarding leads to discuss any arising or ongoing issues that safeguarding can bring about.

5.0 Safer Recruitment and Selection of School Staff

The senior leadership team / HR administrative team who undertake interviews at the school undertake safer recruitment training via the NSPCC online safer recruitment training – updated a minimum of every 3 years.

The school have adopted robust recruitment and selection procedures that minimise the risk of employing people who might abuse children; or are otherwise unsuitable to work with them. We complete a full range of checks which are carried out to minimise the possibility of children and young people suffering harm from those they consider to be in positions of trust (Please see Recruitment and Training Policy).

Before employing a teacher or a member of staff, schools are required to take all reasonable steps to establish whether the individual is subject to a teacher prohibition order and, if so, prevent their employment.

All staff are required to have and gain an enhanced DBS check before they are allowed to start their employment.

We ensure that all appropriate measures are applied in relation to everyone who works in the school, including volunteers, supply staff and staff employed by contractors. This is an essential part of creating a safe environment for children and young people.

Safer practice in recruitment means thinking about and including issues to do with child protection and safeguarding children at every stage of the process. This includes obtaining and scrutinising comprehensive information about applicants. For instance, obtaining

professional references, that are requested before the applicant, is shortlisted for interview, verifying academic or vocational qualifications, previous employment history, verifying health and physical capacity for the job as well as resolving any discrepancies or anomalies within the references obtained.

It also includes ensuring that advertising, job descriptions, person specifications and interview processes includes safeguarding and right to work in England checks.

Everyone who works in the school, including volunteers will have appropriate Disclosure and Barring (DBS) and disqualification by association checks. **See DBS policy statement.**
In line with statutory requirements, underpinned by regulations, the following applies:
- Curriculum vitae should only be accepted alongside a full application form. A curriculum vitae is not sufficient on its own to support safer recruitment.
- An Enhanced DBS is required for **all** new appointments to the school workforce
- HGS will complete online checks on all staff and volunteers before commencing employment /or volunteering at the school
- References should be sought before interview where possible
- Successful candidates must show paper certificates to the school
- The school will see staff / volunteers' birth or adoption certificate wherever possible.
- Keep a single central record detailing a range of checks carried out on staff.
- All new appointments who have lived outside the UK are subject to additional checks as appropriate.
- Supply staff have undergone necessary checks to ensure their suitability for the post and are informed of safeguarding and child protection policy/procedure.
- Supply teachers/TAs are informed that they can be referred to LADO if there is a child protection/safeguarding concern raised against them whilst working at High Grange School.
- Identity checks will be carried out on all appointments before the appointment is made.
- Prohibition checks will be carried out for teachers, and teaching assistants as necessary.
- Section 128 direction prohibits or restricts an unsuitable individual from participating in the management of an independent school. An individual who is subject to a section 128 direction is unable to.
  - Take up a management position in an independent school
  - Cannot be a governor or member of a proprietor body of an independent school
  - Cannot be a governor on any governing body in an independent school

Overseas checks
Individuals who have lived or worked outside the UK must undergo the same checks as all other staff in schools or colleges This includes obtaining:
- an enhanced DBS certificate (including barred list information, for those who will be engaging in regulated activity) even if the individual has never been to the UK.
- Any further checks they think appropriate so that any relevant events that occurred outside the UK can be considered.
- Where overseas checks are not available, we will aim to seek alternative methods of checking suitability and or undertake a risk assessment that supports informed decision making on whether to proceed with the appointment.

Following the UK's exit from the EU, this school/setting schools will apply the same approach for any individuals who have lived or worked outside the UK regardless of whether or not it was in an EEA country or the rest of the world.

Supply/Agency Staff

We will induct all work experience and student teachers and supply them with the Schools Child Protection and Safeguarding Policy, and any other policies deemed relevant for them to carry out their duties, safely and consistently.

The Allegations against Professionals, volunteers and carers also applies to supply/agency teachers. Whilst this school/setting is not the employer of supply/agency teachers, we will take responsibility and will ensure allegations are dealt with correctly.

Where a concern is raised a member of the Senior Leadership Team/DSL / SSL/DSAL will discuss with the supply agency whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the school, whilst they carry out their investigation. They will also keep track of any enquiry and investigation and keep records.

Low level concerns that are shared with the Principal / Headteacher will be shared with their employers. The school will consult with the LADO if the Principal / DSL consider the concerns shared meet the harm threshold.

Pupils/Work Placements

We will induct all work experience and pupil teachers and supply them with a copy of Safeguarding and Child Protection policy and any other policies deemed relevant for them to carry out their duties, safely and consistently.

We will use a risk assessment model with the pupil to determine suitability, and expectations around the placement when commencing.

If the pupil/teacher is over 18 years of age, we will seek a DBS check. If there are any concerns about this pupil, we will apply the Allegations against Professionals, volunteers, and carers criteria as an adult.

If the pupil on placement is under 18 years of age, in some circumstances we will seek a DBS check, to help in determining this, we will seek advice. If there are any concerns about this pupil, we will follow Local Children's Safeguarding Procedures.

Contractors

This school/setting will ensure that any contractor requesting access has company ID which is checked and visible.

Contractors will not be left unsupervised unless verified to engage in related activity.
Any contractor, or any employee of the contractor, on site, will be subject to the appropriate level of DBS check.

Contractors engaging in regulated activity relating to children will require an enhanced DBS check (including children's barred list information).

Where the contractor does not have opportunity for regular contact with children, this school/setting will decide on whether a basic DBS disclosure would be appropriate.

Records will be kept of checks carried out and any additional reassurances the schools/setting has sought.

Low level concerns with regards to a contractor will be notified to their employee.

'Extended school' and off-site arrangements

Where extended school activities are provided by and managed by the school, our own safeguarding policy and procedures apply. If other organisations provide services or activities on our site, we will check that they have appropriate procedures in place, including safer recruitment checks and procedures. When our children attend offsite activities, we will check that effective child protection arrangements are in place. A risk assessment will be carried out prior to any pupil(s) commencing any activity not on the school site.

6.0 Allegations Against Teachers and Other Staff (including volunteers and supply teachers/TAs)

Safe recruitment practices are vital whenever someone is recruited to work with children, however this is not the end of the matter. Schools are safe environments for the majority of children and the majority of people who work with children have their safety and welfare at heart. Everyone in the school should be mindful that some individuals seek access to children in order to abuse them and that the nature of abuse means that children often don't disclose. It is crucial that everyone is aware of these issues, and the need to adopt ways of working and appropriate practice to help reduce allegations. It is also important that everyone is able to raise concerns about what seems to be poor or unsafe practice by colleagues. These concerns and concerns expressed by children, parents and others are listened to and taken seriously. Where appropriate, action is taken in accordance with procedures for dealing with allegations against staff.

High Grange School promotes a positive and open culture when reporting concerns about staff. The school encourage early identification, prompt and appropriate management of staff who may not be suitable to work with children and young people.

It is essential that any allegation against education staff or other member of staff, or volunteer/supply staff is dealt with quickly, in a fair and consistent way that provides effective protection for the child and at the same time supports the person who is subject to the allegation.

Where an allegation is made against any member of school / administration, transport, catering or domestic staff (including volunteers/supply staff) that they have:
- behaved in a way that has harmed a child or may have harmed a child.
- possibly committed a criminal offence against or related to a child
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Depending upon what has been alleged this may also mean the DSL/ SSL/DSAL makes a referral to the Police. A referral to the Police will also take place:

- Regardless of whether the school/setting is where the alleged abuse took place.
- Allegations against a Teacher who is no longer teaching
- Historical allegations of abuse taking place in the school/setting.

In our considerations where it is felt it meets the criteria, we will make a referral in every case to the Local Authority Designated Lead (LADO), using the Derby and Derbyshire LADO Referral Form and that this is done by an appropriate member of the Senior Leadership Team usually the school Principal / DSL/ SSL/DSAL.

High Grange School will investigate the allegation and refer it to LADO, even if the person in question is not contracted to work at High Grange School. e.g., supply staff, volunteers or outside contractors.

High Grange School will always comply with the Derby and Derbyshire Safeguarding Children Procedures, chapter 2.2, Allegations against Staff, Carers and Volunteers.

When managing allegations against staff, the school will recognise the distinction between allegations that meet the harms threshold and allegations that do not, also known as "low-level concerns", as defined in the Allegations of Abuse Against Staff Policy. Allegations that meet the harms threshold include instances where staff have:

*Low-level concerns will be handled in line with the schools' Low-level Safeguarding Concerns Policy.

A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' that an adult working in or on behalf of the school may have acted in way that:

- Is inconsistent with staff code of conduct, including inappropriate conduct outside of work and
- Does not meet allegations threshold or is otherwise not considered serious enough to consider a referral to LADO
- Low level concerns must be reported to the Principal / Head Teacher

6.1 If You Have Concerns About a Colleague

Staff who are concerned about the conduct of a colleague towards a child are undoubtedly placed in a very difficult situation. They may worry that they have misunderstood the situation, and they will wonder whether a report could jeopardise their colleague's career. All staff must remember that the welfare of the child is paramount. Staff at any given time can exercise their professional responsibility over child protection concerns. All concerns of poor practice or concerns about a child's welfare brought about by the behaviour of colleagues should be reported to the Principal / DSL/SSL/DSAL. Complaints about the Principal should be reported to the proprietor Mr Surjit Rai. Please refer to High Grange School complaints policy.

Concerns should be raised where staff have:
• behaved in a way that has harmed a child or may have harmed a child.
• possibly committed a criminal offence against or related to a child

- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children
- Any concerns raised by staff or pupils should be directed straight to the Principal's/DSL's /SSL's/DSAL's attention
- The Principal will immediately inform Derbyshire LADO Miles Dent
- Police may also be phoned depending upon the concern / allegation

KCSIE (2025) stipulates that High Grange School as employers have a duty of care to their employees. They should ensure they provide effective support for anyone facing an allegation and provide them with a named contact if they are suspended. Where the school or college are not the employer of an individual, they still have responsibility to ensure allegations are dealt with appropriately and that they liaise with relevant parties. These include responsibility for supply staff or volunteers.

6.2 Initial Actions Following an Allegation

- The person who has received an allegation; or witnessed an event will immediately inform the Principal /DSL / SSL / DSAL and make a record which will include time, date, place of incident, persons present, what was witnessed, what was said; this should then be signed and dated (see Appendix 6).
- In the event the allegation is against the Principal / DSL/SSL/DSAL the matter will be reported to the proprietor Mr Surjit Rai. He will discuss the nature of the allegation immediately with the designated officer(s). The purpose of an initial discussion is for the designated officer(s) and the case manager to consider the nature, content and context of the allegation and agree a course of action. The designated officer(s) may ask the case manager to provide or obtain relevant additional information, such as previous history, whether the child or their family have made similar allegations previously and about the individual's current contact with children.
- The Principal (where appropriate) will take steps to secure the immediate safety of children and urgent medical needs.
- The member of staff will not be approached at this stage unless it is necessary to address the immediate safety of children.
- The Principal may need to clarify any information regarding the allegation; no person will be interviewed at this stage.

Some allegations will be so serious as to require immediate intervention by Children's Social Care and/or police.

- The Principal / DSL /SSL/DSAL or Proprietor should immediately discuss the allegation with the Local Authority Designated Officer (LADO). This should take place immediately and be completed within the day of the allegation being raised; see other key safeguarding contacts list on page 7. The confidential discussion will consider the nature, content and context of the allegation and agree a course of action. The Principal / DSL / SSL /DSAL will complete an online LADO referral and send it to the Derbyshire Safeguarding Partnerships – LADO Miles Dent.
- The Principal will inform the Proprietor of any allegation (in writing) and the Director of Schools.
- Consideration will be given throughout to the support and information needs of pupils, parents and staff.

- If consideration needs to be given to the individual's employment, advice will be sought from HR department.

Possible outcomes derived from an allegation against a staff member being raised are as follows:

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 or cause harm to the person subject of the allegation

False: there is sufficient evidence to disprove the allegation.

Unsubstantiated: there is insufficient evidence to either prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.

Unfounded: to reflect cases where there is no evidence or proper basis which supports the allegation being made.

See also school managing allegations against staff policy, complaints and whistle blowing policy.

6.3 Staff Who Are the Subject of an Allegation

When an allegation is made against a member of staff, set procedures must be followed. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events can and do happen. A child may also make an allegation against an innocent party because they are too afraid to name the real perpetrator. Indeed, it may be the case that the child or young person is not inclined to make an allegation either because they don't appreciate or understand that they are at risk of abuse or that they are in fact being 'groomed' We must accept that some adults do pose a serious risk to children's welfare and safety, and we must act on every allegation made. Staff 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 is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected and that the staff member is protection from further allegations. A suspension will only be undertaken after due consideration has been given to the impact, and balance of impact, on the child and the staff member. Suspension is deemed a neutral act and should be used to safeguard the child and the member of staff concerned. The principal /DSL/SSL/DSAL and deputy DSL may conduct an internal investigation into the allegation against the staff member. This will only be conducted if authorisation is given from Derbyshire Safeguarding partnerships LADO. If authorisation is granted, then the principal / DSL/SSL/DSAL and deputy DSL will undertake a full internal and confidential investigation into the allegation against the staff member and record and minute investigatory meetings. All minutes will be passed to Derbyshire children partnerships LADO Miles Dent for external investigation and analysis. The school will then follow recommendations / outcomes derived from Derbyshire safeguarding children partnerships LADO Miles Dent.

In some cases, external agencies may be contacted, and they will carry out their own investigations which will supersede any internal investigation. In these cases, High Grange School will take outcomes and advice from these external agencies following their investigations.

High Grange School has a legal duty to refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult; where the harm test is satisfied in respect of that individual; where the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that individual has committed a listed relevant offence; and that individual 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. Referrals should be made as soon as possible after the resignation or removal of the individual. Guidance on referrals can be found on **GOV.UK**

High Grange School acknowledges all adults working with children and young people are in positions of trust in relation to the children and young people in their care. A relationship of trust can be described where one party is in a position of power or influence over the other by virtue of their work or the nature of their activity. All staff must recognise the power this can give them over those they care for and the responsibility they must exercise as a consequence of this relationship. Please see **'Guidance for Safer Working Practice for those working with children and young people in education settings February 2022.**

All staff must uphold public trust in the teaching profession and maintain high standards of ethics and behaviour, within and outside school, by:

- Treating pupils with dignity, building relationships rooted in mutual respect, and at all times observing proper boundaries appropriate to the member of staff's professional position
- Having regard for the need to safeguard pupils' well-being, in accordance with statutory provisions
- All Staff will read and sign the High Grange School code of conduct to understand the level of professionalism and appropriate boundaries are required to work with Pupils at High Grange School
- Where an allegation is substantiated, and the individual is dismissed or resigns High Grange School will refer the matter to the disclosure and barring service (DBS)

High Grange School will ensure we have followed all the necessary duties and processes under this process and under Whistle Blowing if this applies. We will use from the Derby and Derbyshire Safeguarding Children's Procedures section 2, and, in all cases, will consult with our Human Resources Department.

If a report of an allegation/s is determined to be unsubstantiated, unfounded, false or malicious, the DSL/SSL/DSAL will consider if the child who has made the allegation is in need of help or may have been abused by someone else and a referral to Children's Social Care services may be appropriate.

If a report is shown to be deliberately invented or malicious, the school/setting may consider further sanctions.

Where the allegations are substantiated, the School will fully ensure any specific actions are undertaken on the management of this outcome and during the exit arrangements

6.4 Child on Child Abuse (please also consult HGS separate child on child abuse policy)

High Grange School staff should recognise that children are capable of abusing their peers. High Grange School ensures that whenever there is a concern over a child-on-child allegation that all steps will be taken to minimise the risk and further allegations of child-on-child abuse and sets out how allegations of child-on-child abuse will be investigated and

dealt with. The policy should reflect the different forms peer on peer abuse can take, make clear that abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". It should be clear as to how victims of child-on-child abuse will be supported.

Child on child abuse can manifest itself in many ways. The government of equalities department provides searching screening and confiscation advice for schools. The UK Council for Child Internet Safety (UKCCIS) Education Group has recently published sexting advice for schools. Further advice can be found on the website www.disrespectnobody.co.uk

High Grange School staff should be vigilant and aware of potential of child-on-child abuse throughout the school day. Reporting and recording of these incidents are essential in the continuing protection of all children and young people that access High Grange School on a daily basis.

Pupils will be made aware of how to raise concerns or make a report and how any reports will be handled. This includes the process for reporting concerns about friends or peers. Pupils will also be reassured that they will be taken seriously, be supported, and kept safe.

The school's procedures for managing allegations of child-on-child abuse are outlined in the Child-on-child Abuse Policy. Staff will follow these procedures, as well as the procedures outlined in the school's Anti-bullying Policy and Suspension and Exclusion Policy, where relevant.

Child on child abuse can constitute the following:
- Bullying including cyberbullying and prejudice-based or discriminatory bullying
- Abuse in intimate personal relationships between children – sometimes known as 'teenage relationship abuse'.
- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexual violence, such as rape, assault by penetration and sexual assault.
- Sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse.
- Causing someone to engage in sexual activity without consent.
- Up-skirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
- Sexting (also known as youth produced sexual imagery); The consensual and non-consensual sharing of nude and semi-nude images and/or videos.

For the purposes of this policy, the **"consensual and non-consensual sharing of nude and semi-nude images and/or videos"**, colloquially known as **"sexting"**, and collectively called **"youth-produced sexual imagery"** is defined as the creation of sexually explicit content by a person under the age of 18 that is shared with another person under the age of 18. This definition does not cover persons under the age of 18 sharing adult pornography or exchanging messages that do not contain sexual images.

"**Deep fakes**" and "**deep nudes**" refer to digitally manipulated and AI-generated nudes and semi-nudes.

For the purposes of this policy, **"indecent imagery"** is defined as an image, which meets one or more of the following criteria:

- Nude or semi-nude sexual posing
- A child touching themselves in a sexual way
- Any sexual activity involving a child
- Someone hurting a child sexually
- Sexual activity that involves animals

Indecent images also include indecent **"pseudo-images"**, which are images have been created or manipulated using computer software and/or AI.

- Initiation- and hazing-type violence and rituals, which can include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element.

Child on child sexual abuse

Children can and do abuse other children. Sexual violence covers a spectrum of behaviour. It can refer to sexual offences under the Sexual Offences Act 2013. This includes:

Rape: A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.

Assault by Penetration: A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

Causing someone to engage in sexual activity without consent: A person (A) commits an offence if s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity and (A) does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

Consent

Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity, and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

It is important to know that:
• A child under the age of 13 can never consent to any sexual activity.
• The age of consent is 16.
• Sexual intercourse without consent is rape.

It is also important to differentiate between consensual sexual activity between children of a similar age and that which involves any power imbalance, coercion or exploitation. Due to their additional training, the designated safeguarding lead (or deputy) should be involved and leading the school or college response. If in any doubt, they should seek expert advice. It is important that schools and colleges consider sexual harassment in broad terms. Sexual harassment (as set out above) creates an atmosphere that, if not challenged, can normalise inappropriate behaviours and provide an environment that may lead to sexual violence.

Sexual violence and sexual harassment between children

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

- Children who are victims of Sexual violence and sexual harassment will find the experience stressful and distressing.
- It can occur online and offline
- Evidence indicates that the most vulnerable cohorts of pupils are girls, children with SEND and LGBTQ+.

Staff should be aware of the following regarding sexual violence and sexual harassment:

- ensure pupils are educated and know that sexual violence and sexual harassment is not acceptable and will not be tolerated at High Grange School
- Children must know that the law is there to protect them rather than criminalise them
- The importance of understanding intra-familiar harms, and any necessary support for siblings following incidents
- The need for schools and colleges to be part of discussions with statutory safeguarding partners
- staff cannot dismiss sexual violence or sexual harassment as 'banter', just 'part of growing up, 'just having a laugh' or 'boys being boys'
- challenging behaviours such as 'grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Staff cannot dismiss or tolerate the above behaviours as this risks 'normalising them' staff are advised to use the school behaviour watch system and use the 'bullying-stage 2' and report and record such behaviour to the schools SLT and the schools 'behaviour watch team.' This will be acted upon through the school's policies and procedures associated with 'bullying.'

What constitutes sexual violence and sexual harassment?

Sexual Harassment

Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline. Sexual harassment in this context is considered sexual harassment child on child. Sexual harassment is likely to.

- Violate a child's dignity
- Deliberately intimidate
- Degrade or humiliate
- Create a hostile, offensive or sexualised environment

Sexual harassment includes.
- Sexual comments, telling sexual stories, making sexual remarks about clothes and appearance
- Sexual jokes and taunting
- Physical behaviour, deliberately brushing against someone, interfering with someone's clothes
- Displaying pictures, photos or drawings of a sexual nature
- Up-skirting (this is a criminal offence)

Online sexual harassment
This can be standalone, or part of a wider pattern of sexual harassment or sexual violence. Online sexual harassment is identified as the following.
- Non-consensual sharing of sexual images and videos – nudes / semi nudes
- Sharing of unwanted explicit content
- Sexualised online bullying
- Unwanted sexual comments and messages this includes through all aspects of social media
- Sexual exploitation, coercion and threats
- Coercing others into sharing images of themselves or performing acts they are not comfortable with online.

Nathan Barrington is High Grange School's CEOP ambassador. The school is committed to keep pupil's safe from sexual abuse or grooming online.

Harmful Sexual Behaviour (HSB) Children's sexual behaviour exists on a wide continuum, from normal and developmentally expected too inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. A useful umbrella term is "harmful sexual behaviour". The term has been widely adopted in child protection and is used in this advice. Harmful sexual behaviour can occur online and/or offline and 4 can also occur simultaneously between the two. Harmful sexual behaviour should be considered in a child protection context.

HSB can occur online, and or face to face and can occur simultaneously between the two. HSB should be considered in a child protection context.

Useful guidance can be found in: - NSPCC's and Research in Practice's Harmful Sexual Behaviour Framework:
www.nspcc.org.uk/globalassets/documents/publications/harmful-sexual-behaviourframework.pdf
The Brook Sexual Behaviours Traffic Light Tool can also be very helpful in identifying sexual behaviours by children
www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool

Domestic abuse
For the purposes of this policy, and in line with the Domestic Abuse Act 2021, **"domestic abuse"** is defined as abusive behaviour of a person towards another person (including conduct directed at someone else, e.g., the person's child) where both are aged 16 or over and are personally connected. **"Abusive behaviour"** includes physical or sexual abuse, violent or threatening behaviour, controlling or coercive behaviour, economic

abuse, psychological or emotional abuse, or another form of abuse. **"Personally connected"** includes people who:

- Are, have been, or have agreed to be married to each other.
- Are, have been, or have agreed to be in a civil partnership with each other.
- Are, or have been, in an intimate personal relationship with each other.
- Each have, or had, a parental relationship towards the same child.
- Are relatives.

The school will recognise the impact of domestic abuse on children and young people, as victims in their own right, if they see, hear or experience the effects of domestic abuse. All staff will be aware of the signs of domestic abuse and follow the appropriate safeguarding procedures where concerns arise.

As domestic abuse cases are increasing High Grange School's safeguarding leads will complete DASH training. The whole staff team will complete domestic abuse training in order to increase staff's awareness of being able to identify the signs and symptoms of domestic abuse.

Homelessness
The DSL and deputy DSLs will be aware of the contact details and referral routes into the Local Housing Authority so that concerns over homelessness can be raised as early as possible.
Indicators that a family may be at risk of homelessness include:

- Household debt.
- Rent arrears.
- Domestic abuse.
- Anti-social behaviour.
- Any mention of a family moving home because "they have to".

Referrals to the Local Housing Authority do not replace referrals to CSCS where a child is being harmed or at risk of harm. For 16- and 17-year-olds, homelessness may not be family-based and referrals to CSCS will be made as necessary where concerns are raised.

Pupils with family members in prison
Pupils with a family member in prison will be offered pastoral support as necessary. They will receive a copy of 'Are you a young person with a family member in prison?' from Action for Prisoners' Families where appropriate and allowed the opportunity to discuss questions and concerns.

Pupils required to give evidence in court
Pupils required to give evidence in criminal courts, either for crimes committed against them or crimes they have witnessed, will be offered appropriate pastoral support.

Key stage 1 and 2 pupils will be provided with the booklet 'Going to Court' from HMCTS where appropriate and allowed the opportunity to discuss questions and concerns.
Key stage 3 and 4 pupils will be provided with the booklet 'Going to Court and being a witness' from HMCTS where appropriate and allowed the opportunity to discuss questions and concerns.

Mental health

Mental health difficulties comprise of a broad range of problems, with different symptoms. However, they are generally characterized by some combination of abnormal thoughts, emotions, behaviours and relationships with others. Examples are schizophrenia, depression, intellectual disabilities, eating disorders, OCD and disorders due to drug abuse.

Worldwide 10-20% of children and adolescents experience mental health difficulties. Half of all mental illnesses begin by the age of 14 and three-quarters by mid-20s. Neuropsychiatric conditions are the leading cause of disability in young people in all regions. If untreated, these conditions severely influence children's development, their educational attainments and their potential to live fulfilling and productive lives. Children with mental disorders face major challenges with stigma, isolation and discrimination, as well as lack of access to health care and education facilities, in violation of their fundamental human rights.

Signs and symptoms of mental illness can vary, depending on the disorder, circumstances and other factors. Mental illness symptoms can affect emotions, thoughts and behaviours.

Examples of signs and symptoms include:
- Feeling sad or down
- Confused thinking or reduced ability to concentrate
- Excessive fears or worries, or extreme feelings of guilt
- Extreme mood changes of highs and lows
- Withdrawal from friends and activities
- Significant tiredness, low energy or problems sleeping
- Detachment from reality (delusions), paranoia or hallucinations
- Inability to cope with daily problems or stress
- Trouble understanding and relating to situations and to people
- Problems with alcohol or drug use
- Major changes in eating habits
- Sex drive changes
- Excessive anger, hostility or violence
- Suicidal thinking

Sometimes symptoms of a mental health disorder / difficulty appear as physical symptoms, such as stomach pain, back pain, headaches, or other unexplained aches and pains.

One of the 'fall outs' of COVID19 pandemic at High Grange School is the adverse impact on our pupils their mental health. High Grange School have taken appropriate steps to support the increase in mental health difficulties witnessed. The school has a clinical psychologist, a psychotherapist and a qualified mental health first aid instructor and Pastoral Lead. The wider educational team receive appropriate training to recognise pupils displaying any of the signs and symptoms listed above. Appropriate and timely support will be offered from school professionals whilst working with outside agencies.

If pupils think, or if staff observe pupils that display mental health symptoms, they can be referred to the schools mental health first aid instructor Alison Seager Spicer or the schools clinical psychologist Dr Joanne Harrison for further help and support.

Adverse Childhood Experiences (ACES)

During the Covid-19 pandemic, public health measures, such as lockdown and social distancing restrictions, were essential to contain the virus and protect the health of the population. However, for some people this increased their exposure to harm at home and online, while reducing their access to care and support from services. In particular, this placed children and young people at risk, with the potential for increased exposure to adverse childhood experiences (ACEs) and violence to have long term consequences*. What a child experiences, is fundamental to their mental health and emotional wellbeing in childhood, adolescence and adulthood. Adverse childhood experiences (ACEs) is the term used to describe highly stressful and potentially traumatic events or situations that occur during childhood or adolescence.

The social and well-being impact of ACEs

Almost half of people in England and Wales have experienced one ACE as a child, and one in 10 have experienced four or more ACEs.

Several studies have shown if a person has experienced four or more ACEs compared to someone with no ACEs, they are more likely to experience poor health and wellbeing in adulthood. The type and number of ACEs, and the length of time they were experienced, may have a negative impact on a child or young person that can last throughout their life Not everyone who has been exposed to ACEs will have negative outcomes but understanding ACEs and the impact they may have on a child or adult will help support your work and relationships with children, young people, and families. At High Grange School a high percentage of our pupils have experienced ACES. The school in recognition of this are moving towards becoming a trauma informed school and all staff are undertaking training on trauma with ACES being a fundamental topic covered.

To help support a child or young person who has experienced ACEs you can:

- Listen to pupils and keep them informed
- Provide a safe space for them to talk about their feelings
- Where appropriate, give them choices so they feel in control
- Encourage them to self-regulate; for example, encouraging helpful ways to reduce anxiety
- Offer support that is non-judgemental
- Set clear boundaries
- Answer their questions honestly
- Look for meaning behind behaviour changes
- Respond appropriately to a child's feelings of anger or guilt

By doing these things you will help them to cope better and to develop their resilience.

If in Doubt ALWAYS refer it OUT

7.0 Whistle Blowing

Whistle blowing is the mechanism by which adults can voice their concerns, made in good faith, without fear of repercussion. High Grange School has a clear and accessible Whistle Blowing Policy that meets the terms of the Public Interest Disclosure Act 1998. Adults who use whistleblowing procedure are made aware that their employment rights are protected.

Staff must acknowledge their individual responsibility to bring matters of concern to the attention of the school's Principal / DSL, senior management and/or relevant agencies. Although this can be difficult this is particularly important where the welfare of children may be at risk.

All staff and volunteers should feel able to raise concerns if they suspect malpractice, unlawful or unsafe practice. Staff members will whistle blow if there are failures in the school's safeguarding procedures and that such concerns will be taken seriously by the senior leadership team and the schools board of directors / governance.

Through our staff induction process, we provide procedures on how staff can implement the Whistleblowing Policy. Staff are aware of their duty to raise concerns about the attitude and actions of colleagues or the organisation (school) where these are inappropriate or unsuitable. Staff are required to approach the schools Senior Leadership team or the schools DSL / SSL/DSAL.

Staff will be protected from harassment or victimisation, and no action will be taken against staff if the concern proves to be unfounded and was raised in good faith. Malicious allegations may be considered as a disciplinary offence.

The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email: help@nspcc.org.uk.

8.0 Missing Children

High Grange School recognises that safeguarding and promoting the welfare of children is a key duty and requires effective joint working between agencies and professionals. When a child goes missing or runs away, they are at risk. Safeguarding children therefore includes protecting them from this risk.

High Grange School refers to the definitions set out by the police force in April 2013.

These are:
- Missing: anyone whose whereabouts cannot be established and where the circumstances are out of character, or the context suggests the person may be the subject of crime or at risk of harm to themselves or another.
- Absent: a person not at a place where they are expected or required to be

The police classification of a person as 'missing' or 'absent' will be based on on-going risk assessment. Note that 'absent' within this definition would not include those defined as "away from placement without authorisation" above: a child whose whereabouts are known would not be treated as either 'missing' or 'absent' under the police definitions.

High Grange School has categories for absence, including authorised, unauthorised, refusal to attend and other reasons where it can be stated that the child is missing. High Grange School has preventative strategies, risk assessments, debriefing with children and young people when issues occur and a set procedure for these circumstances.

8.1 Children Missing Education / Low Attendance

All children, regardless of their circumstances, are entitled to a full- time education which is suitable to their age, ability, aptitude and any educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education in their area.

A child going missing from education is a potential indicator of abuse or neglect. Staff should follow the procedures for dealing with children that go missing from education or home, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

High Grange School's safeguarding policies and procedures are in place for children who go missing from education and care, particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

The Law requires all schools to have an admission register and with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers.

High Grange School must inform their local authority of any pupil who is going to be deleted from the admission register where they:
- Have been taken out of school by their parents and are being educated outside the school systems e.g., home education.
- Have ceased to attend school and on longer live within reasonable distance of the school which they are registered.
- Have been certified by the school nurse (when in school) or child's doctor (all out of school incidents) as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he or she nor his or her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age.
- Are in custody for a period of more than four months due to a final court order and the proprietor does not reasonably believe they will be returning to the school at the end of that period.
- Have been permanently excluded.

Please refer to **Education (Pupil Registration) (England) Regulations 2006** for more information regarding attendance.

The local authority must be notified when a school is to delete a pupil from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the pupil's name from the register. It is essential that schools comply with this duty, so that the authorities can, as part of their duty to identify children of compulsory school age who are missing education, follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

High Grange School must inform the local authority of any pupil who fails to attend school regularly or have been absent without the school's permission for a continuous period of 5

school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

Children absent from education

A child who is absent from school can be a vital warning sign of a range of safeguarding issues, including neglect, CSE and CCE, particularly county lines. The school will ensure that the response to children persistently being absent from education supports identifying such abuse and helps prevent the risk of pupils becoming absent from education in the future. Staff will monitor pupils that are absent from the school, particularly on repeat occasions and/or prolonged periods, and report them to the DSL following normal safeguarding procedures, in accordance with the Children Absent from Education Policy. The school will inform the LA of any pupil who fails to attend regularly or has been absent without the school's permission for a continuous period of 10 school days or more.

The school will follow the DfE's guidance on improving attendance where there is a need to work with children's services due to school absences indicating safeguarding concerns.

Admissions register

Pupils are placed on the admissions register at the beginning of the first day that is agreed by the school, or when the school has been notified that the pupil will first be attending. The school will notify the LA within 5 days of when a pupil's name is added to the admissions register.

The school will ensure that the admissions register is kept up-to-date and accurate at all times and will inform parents when any changes occur. Two emergency contacts will be held for each pupil where possible. Staff will monitor pupils who do not attend the school on the agreed date and will notify the LA at the earliest opportunity.

If a parent notifies the school that their child will live at a different address, the school will record the following information on the admissions register:
- The full name of the parent with whom the pupil will live
- The new address
- The date from when the pupil will live at that address

If a parent notifies the school that their child will be attending a different school, or is already registered at a different school, the following information will be recorded on the admissions register:
- The name of the new school
- The date on which the pupil first attended, or is due to attend, that school

Where a pupil moves to a new school, the school will use a secure internet system to securely transfer pupils' data.

To ensure accurate data is collected to allow effective safeguarding, the school will inform the LA of any pupil who is going to be deleted from the admission register, in accordance with the Education (Pupil Registration) (England) Regulations 2006 (as amended), where they:
- Have been taken out of the school by their parents, and are being educated outside the national education system, e.g. home education.
- Have ceased to attend the school and no longer live within a reasonable distance of the premises.

- Have been certified by the school's medical officer as unlikely to be in a fit state of health to attend, before ceasing to be of compulsory school age, and their parent has not indicated the intention to the pupil continuing to attend school after ceasing to be of compulsory school age.
- Have been in custody for a period of more than four months due to a final court order and the school does not reasonably believe they will be returning to the school at the end of that period.
- Have been permanently excluded.

High Grange School will also remove a pupil from the admissions register where the school and LA has been unable to establish the pupil's whereabouts after making reasonable enquiries into their attendance.

If a pupil is to be removed from the admissions register, the school will provide the LA with the following information:
- The full name of the pupil
- The full name and address of any parent with whom the pupil lives
- At least one telephone number of the parent with whom the pupil lives
- The full name and address of the parent with whom the pupil is going to live, and the date that the pupil will start living there, if applicable
- The name of the pupil's new school and the pupil's expected start date there, if applicable
- The grounds for removal from the admissions register under regulation 8 of the Education (Pupil Registration) (England) Regulations 2006 (as amended)

High Grange School will work with the LA to establish methods of making returns for pupils back into the school. The school will highlight to the LA where they have been unable to obtain necessary information from parents, e.g. where an address is unknown. The school will also highlight any other necessary contextual information, including safeguarding concerns.

Child abduction and community safety incidents

For the purposes of this policy, **"child abduction"** is defined as the unauthorised removal or retention of a child from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents and other relatives, other people known to the victim, and strangers.

All staff will be alert to community safety incidents taking place in the vicinity of the school that may raise concerns regarding child abduction, e.g. people loitering nearby or unknown adults conversing with pupils.

Pupils will be provided with practical advice and lessons to ensure they can keep themselves safe outdoors.

9.0 Bullying

High Grange School acknowledges and recognises that under the Children Act 1989 bullying incidents should be addressed as a child protection concern when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer significant harm'.

Where this is the case, the school staff should report their concerns to the relevant local authority Children's Services team. Even where safeguarding is not considered to be an issue, we may need to draw on a range of external services to support the child or young person who is experiencing bullying, or to tackle any underlying issue which has contributed to a child or young person engaging in bullying, (DfE 'Preventing and Tackling Bullying', July 2017).

Bullying can have a profound impact on emotional and mental health. We have an Anti-Bullying policy setting out the respective rights and responsibilities of the young people and our staff in preventing and dealing with bullying.

Staff raise awareness of bullying through developing a culture in which respect and consideration for others is fundamental. We encourage young people to report bullying in the knowledge that it will be taken seriously.

Staff are trained in conflict management techniques to help them boost a young person's self-esteem and create a positive environment both of which we recognise as important factors in preventing young people from being bullied or becoming bullies.

School staff should apply intervention or disciplinary measures to children and young people to show clearly that their behaviour is wrong. Intervention or disciplinary measures should be applied fairly, consistently and reasonably taking into account any special educational needs or disabilities that the children or young people may have and taking into account the needs of vulnerable children and young people. It is important that the school considers the motivations behind the bullying and whether it reveals any concerns for the safety of the perpetrator.

*Please refer to additional policies at HGS–, 'anti bullying policy', 'child on child' abuse policy 'cyber bullying policy', 'online safety policy' and 'child exploitation policy.'

10.0 Protection of Vulnerable Adults

A vulnerable adult is a person who is or may be in need of community care services by reason of mental or other disability, age or illness, and who is or may be unable to take care of him or herself, or unable to protect him or herself against significant harm or exploitation.

This could include:
- People with learning disabilities
- People with mental health difficulties
- Older people
- People with a physical disability or impairment

The need for additional support to protect themselves may be increased when it is complicated by additional factors such as:
- Physical frailty or chronic illness
- Sensory impairment
- Challenging behaviour
- Drug or alcohol problems
- Social or emotional problems
- Poverty or homelessness

It is every adult's right to live free from abuse in accordance with the principles of respect, dignity, autonomy, privacy and equity. Anyone who is concerned about a vulnerable person should contact social care and placing authority.

Deprivation of Liberty Safeguards, when a Young Person or Adult over the age of 16, lacks mental capacity to consent to care or treatment. It is sometimes necessary to deprive them of their liberty in the **BEST INTERESTS,** to protect them from harm. If DoLs is considered to be required, then the relevant Local Authority would be contacted, and an assessment would be requested.

As well as adults being subjected to the four types of abuse children are susceptible to, adults can also be subjected to discriminatory abuse. This includes:

- racist behaviour
- sexist behaviour
- harassment based on a person's ethnicity, race, culture, sexual orientation, age or disability
- Other forms of harassment, slurs or similar treatment.

Financial or material abuse
This includes:
- theft
- fraud
- exploitation
- pressure in connection with wills, property, inheritance or financial transactions
- misusing or misappropriating property, possessions or benefits.

Organisational abuse
Organisational Abuse includes neglect and poor care practice within an institution or specific care setting such as a hospital or care home or in relation to care provided in one's own home. This may range from one off incidents to on-going ill-treatment.

It may be a result of regimes, routines, practices and behaviours that occur in services that adults live in or use, and which violate their human rights. This may be part of the culture of a service to which staff are accustomed and may pass by unremarked upon.
They may be subtle, small and apparently insignificant, yet together may amount to a service culture that denies, restricts or curtails the dignity, privacy, choice, independence or fulfilment of individuals.

Modern slavery
Modern slavery or human trafficking is the movement of a person from one place to another (this could be country to country, town to town, or even as simple as one room in a building to another) into conditions of exploitation, using deception, coercion, abuse of power or the abuse of the person's vulnerability. Even if a victim consents and is willing to be moved, trafficking could still be taking place. It involves either the threat of harm or actual harm to the person themselves or their family.

11.0 Online Safety

The growth of different electronic media in everyday life and an ever-developing variety of devices including PC's, tablets, laptops, mobile phones, cameras, webcams etc. place an additional risk on our children.

Internet chat rooms, discussion forums or social networks can all be used as a means of contacting children and young people with a view to grooming them for inappropriate or abusive relationships. The anonymity of the internet allows adults, often pretending to be children, to have conversations with children and in some cases arrange to meet them. Access to abusive images is not a 'victimless' act as it has already involved the abuse of children. The internet has become a significant tool in the distribution of indecent photographs of children and should be a concern to all those working with pupils at this school.

Pupils can engage in or be a target of cyber-bullying using a range of methods including text and instant messaging to reach their target. Mobile phones are also used to capture violent assaults of other children for circulation (happy slapping or fighting), or distributing indecent images of children (e.g., sexting).

The best protection is to make pupils aware of the dangers through curriculum teaching particularly PSHE, computing, relationship and sex education (RSE) and enrichment morning and afternoons throughout the academic year.

The board of directors / governance at High Grange School ensures appropriate filtering and monitoring is in place, reviewed regularly, and benchmarked via the DfE 'Plan technology for your school' self-assessment; actions are tracked to completion.

High Grange School will ensure that appropriate filtering systems are in place on school devices and school networks to prevent children accessing inappropriate material, in accordance with the school's Cyber-security Policy. The school will, however, ensure that the use of filtering and monitoring systems does not cause "over blocking", which may lead to unreasonable restrictions as to what pupils can be taught online.

Staff will be aware of the filtering and monitoring systems in place and will know how to escalate concerns where they are identified. Staff will be made aware of their expectations and responsibilities relating to filtering and monitoring systems during their induction.
HGS will self-assess the schools filtering and monitoring system. The schools leadership team and IT technicians will review the schools filtering and monitoring effectiveness at least termly and after any significant information technology change or after any specific referral or 'cause for concern' raised by pupils or staff.

High Grange School recognises the growing use of AI within our school setting. High Grange School leaders and staff are aware of the DFE 'using AI in education settings: support materials released in June 2025. Leaders are also aware of the safe and effective use of AI in education leadership toolkit.
There are associated online safety risks associated with AI. These include the following;
The difference between misinformation and disinformation.
- **Misinformation** is false information disseminated with no intention to mislead or deceive. Typical examples could involve an inadvertent repost of an article with the wrong

statistics or accidentally sharing the wrong homework due date with a classmate. It can come from an individual or an organisation.

- **Disinformation** is false information that is purposefully spread to mislead others. Examples could include someone using intentionally falsified news reports, or a pupil using AI to create and share a fake study guides with errors to mislead classmates — while keeping an accurate version to ace the test.
- **Conspiracy theories** – are the belief that certain events or situations are secretly manipulated behind the scenes by powerful forces with negative intent. Conspiracy theories have six things in common,
- 1. An alleged, secret plot.
- 2. A group of conspirators.
- 3. 'Evidence' that seems to support the conspiracy theory.
- 4. They falsely suggest that nothing happens by accident and that there are no coincidences; nothing is as it appears, and everything is connected.
- 5. They divide the world into good or bad.
- 6. They scapegoat people and groups.
- Why do they flourish?
- They often appear as a logical explanation of events or situations which are difficult to understand and bring a false sense of control and agency. This need for clarity is heightened in times of uncertainty like the COVID-19 pandemic.
- How do they take root?
- Conspiracy theories often start as a suspicion. They ask who is benefiting from the event or situation and thus identify the conspirators. Any 'evidence' is then forced to fit the theory.
- Once they have taken root, conspiracy theories can grow quickly. They are hard to refute because any person who tries is seen as being part of the conspiracy.
- People spread conspiracy theories for different reasons:
- Most believe they are true. Others deliberately want to provoke, manipulate or target people for political or financial reasons. Beware: They can come from many sources e.g. internet, friends, relatives.
- The first step to prevent conspiracy theories is to know that they exist. Be aware. Stop the spread.
- **Check the writer / author who is writing this and why?**
- **Check the source is it reliable / reputable**
- **Check the tone and style is it balanced and fair or sensationalised and one-dimensional?**
- **Then think is it alright to share or not.**
- The use of artificial intelligence (AI) is not inherently bad, but it comes with risks. **Deepfakes** a video, image, in which a person's face, body, or voice has been digitally altered so that they appear to be someone else, typically used maliciously or to spread false information.
- **AI grooming vectors** refer to the use of artificial intelligence tools to combat grooming gangs and protect vulnerable individuals.
- **Phishing** **scams**
  Artificial intelligence has transformed the landscape of phishing scams, making them more personalised and harder to identify. Scammers now leverage AI tools to generate realistic emails, messages, and even deepfake videos that mimic trusted individuals. This evolution has led to a significant increase in the effectiveness of phishing attacks, as they can now bypass traditional security measures that previously flagged obvious scams.

- **Staff must not input identifiable pupil or staff data into open AI tools and must verify AI-generated content before use. Any AI-related safeguarding concern (e.g., deepfake harassment, sextortion) is recorded and managed under this policy.**

11.1 Protection is Prevention

- Software is in place to minimise access and to highlight anyone accessing inappropriate sites or information
- Pupils will be encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. (If this results in child protection concerns the school's Designated Safeguarding Person should be informed immediately). Pupils will understand what acceptable and unacceptable online behaviour is.
- Pupils should not give out their personal details, phone numbers, schools, home address, computer passwords or any online account information.
- Pupils will be encouraged to evaluate what they see online and recognise techniques used for persuasion / how to identify online risks / how and when to seek support
- Pupils should adhere to the High Grange School policy on mobile phones and online safety policy
- All pupils have their own login details at High Grange School. The school have the facility to log all the search engines that pupils use. If a pupil accesses anything inappropriate from a direct or indirect website, then re can retrieve the information and amend the filters accordingly.

The police will be involved if there is any criminal element to misuse of the internet, phones or any other form of electronic media.

High Grange School will consider the age range of pupils, the number of pupils, how often IT systems are accessed and the costs versus the risks when deciding on the filters and monitoring systems that are needed to prevent assess to materials in line with their Prevent Duty.

As the School's work is increasingly online it is essential that children are safeguarded from potentially harmful and inappropriate online material. As such governing bodies and proprietors should ensure appropriate filters and appropriate monitoring systems are in place.

12.0 Risk Assessments

High Grange School will conduct regular risk assessments and maintain up to date knowledge of known safeguarding risks both site specific and child specific and the control measures in place to control these risks.

This is to ensure we are doing everything possible to assess, control and action any presenting risks. Thus, promoting a safe, positive environment and safeguarding culture for all concerned.

High Grange School should ensure the senior leadership are kept up to date with safeguarding risks through LTM and make amendments to the associated risk assessment including Prevent Risk Assessment at least quarterly. The risk register and pupil risk

assessments are working documents and are updated as soon as new potential risks are identified and will be periodically reviewed and audited at least on an annual basis.

High Grange School has a legal responsibility to assess the risk of children being drawn into terrorism as part of the Prevent Duty guidance.

The role of the Designated Safeguarding Lead or Senior Safeguarding Lead

If there are ever circumstances where remote learning takes place, staff and pupils will know how to contact the DSL/ SSL/DSAL or Deputy DSL. High Grange School has four other safeguarding leads as well. Parents or pupils can contact the school parent liaison officer via Zoe Thomson mobile phone or e mail. High Grange School pastoral lead / mental health lead Alison Seager Spicer and Dr Joanne Harrison (clinical psychologist) will carry out safe and well checks at least weekly for pupils not attending school.

Further Guidance

All of the pupils at High Grange School educate have EHC plans and may remain in school. It is important that each individual child's circumstances are evaluated. High Grange School has remained open throughout the pandemic, and it recognises it duty to fulfil onsite face to face education for all our vulnerable learners on roll. Any decisions made about a child attending or not attending school should be based on the child's best interests. Arrangements need to be communicated clearly with parents and carers.

The following steps will be taken in agreeing a suitable plan in respect of individual pupils:
- A risk assessment must be undertaken for each child. This should consider any health-related vulnerabilities of the child or members of their household (if known), any specific online risks and any child protection concerns.
- For every child with an allocated social worker, the most suitable course of action in the circumstance should be agreed with both the placing authority or local authority and/or their parent or carer. The rationale for the decision, the people involved in the decision-making, and the date and time of the discussion should be recorded clearly on the child's record.
- For any children subject to child protection plans, the local authority has a duty to remain in contact and see the child at least every 10 working days. Arrangements must be made to enable this to happen. As a key agency in the child's life, the school will commit to maintain contact with them. How this done is a matter for individual consideration.
- For children in need (As defined in section 17 of The Children Act 2004) we should recognise that these families require support, and the local authority has an obligation to provide that. You should ask the allocated social worker what the arrangements will be to support the child and family and what their expectations are of the school. The outcome of this discussion must be recorded.
- For any child or young person receiving early help services or subject to non-statutory multi agency plans. The manager or allocated worker for that child must be contacted by the school to establish how regularly the child will be seen and what the expectations are of the school to maintain contact with that child or provide support for the family.
- The Principal will inform the placing local authority if a child will be accessing off-site education. High Grange School will ensure that a record of the communication and any response received from the local authority is held at school.
- As an absolute minimum requirement, during term-time the school must make **weekly** contact with children and young people who are not attending school in person. These

safe and well checks will be completed by Alison Seager Spicer (Pastoral teacher) and Dr Joanne Harrison (school's clinical psychologist.) On occasions home visits maybe required and these will be arranged on an individual basis. Records of contact will be kept by both identified staff members.

- There will be arrangements to maintain close contact with some children and young people during school holidays. Alison Seager Spicer and Dr Joanne Harrison will discuss with the DLS/ SSL who they will be keeping in close contact with over holiday periods. This will be decided in conjunction with the school's senior leadership team and safeguarding team. Parents and carers will be informed in advance of the holidays how regular this contact will be.
- If the school is unable to make contact with any child or young person, this must be considered as a potential safeguarding or child protection matter and make a referral through local safeguarding arrangements.

The following guidance is available:

https://learning.nspcc.org.uk/news/covid/undertaking-remote-teaching-safely

https://www.pshe-association.org.uk/guidance-teaching-pshe-remotely

Data protection and GDPR considerations must be taken into account. This includes rules on signing pupils up to online services, and staff accessing personal data when working at home. It is recommended that staff are regularly reminded of the data protection and GDPR policies and procedures, whether they are working from school or remotely

Alternative Provision
The school will remain responsible for a pupil's welfare during their time at an alternative provider. When placing a pupil with an alternative provider, the school will obtain written confirmation that the provider has conducted all relevant safeguarding checks on staff and will satisfy itself that the placement is meeting the pupil's needs. (GS ADD)

Chris Haines DDSL is responsible for the commissioning of alternative provision, and he is aware that pupils in alternative provision will often have complex needs – he will be mindful of the additional risk of harm that these pupils may be vulnerable to.
Chris Haines will visit and quality assure High Grange Schools alternative provisions every half term.

Work Experience
When a pupil is sent on work experience, the school will ensure that the provider has appropriate safeguarding policies and procedures in place. Where the school has pupils conduct work experience at the school, an enhanced DBS check will be obtained if the pupil is over the age of 16.

High Grange School guidelines for digital leaning below must be followed:
- Parents and carers are informed of various online safety information through the school's website. Advice and support for parents / carers regarding online safety can be found on Thinkuknow and Safer Internet Centre

- If staff are concerned about a comment made online by a pupil or the work they share, the staff member should report and record what they have witnessed to the DSL/SSL/DSAL. The school cause for concern form will be completed in all circumstances.
- Staff and pupils should be fully dressed and take into account the background/ surroundings. Staff should use a communal area, and anything in the background that could cause concern or identify family members/ personal information, should be removed or a sheet should be used.
- Staff members may need to give guidance to pupils to remove items from view. If a pupil is inappropriately dressed or in an unsuitable setting (e.g., a bedroom) they must be removed from live google classroom video calls.
- Staff must not enter into one-to-one tuition voice or video call with an individual pupil without SLT agreement. If there is a need for single pupil interaction, please ensure that a colleague is added to the call, or that a parent is present with the pupil.
- If a staff member urgently needs to call a parent or pupil from their personal phone, the number must be withheld by dialling 141 first and a record of the call must be made (e.g., an email to the Principal / DSL/SSL/DSAL, Head-teacher or Deputy Head / Deputy DSL to explain the purpose of the call and any actions taken as a result of it).
- Home filters may block different content at a different level to the school's filtering software; if this appears to be the case for one pupil in the group the teacher should revert to or suggest an alternative resource.
- Take care that any material provided to pupils to watch is age and developmentally appropriate.
- Staff will model good online behaviour in all ways, including the language used to interact with pupils and colleagues, which should be respectful at all times.
- School leaders should make clear to staff the operating times for online learning (for example, only during the normal school day); no staff member should engage with or respond to any pupil outside these times.
- Clear guidelines for pupils connecting to a virtual classroom session will be given by the school and the teacher will check their understanding.
- The same principles apply to virtual meetings between staff and parents as face-to-face meetings.

Home visits

Where staff need to make home visits, they should be mindful of their own wellbeing and safety if conducting visits to the homes of children and their families. Follow the school's lone working procedure and guidance. This should prescribe that you must at least inform another member of staff of your whereabouts and the time you plan to return to the school. Wherever possible, arrange for a colleague to accompany you. This is particularly important for visiting households with identified risks to the safety of professionals. You should discuss and assess those risks with the appropriate local authority.

13.0 Communication and Confidentiality

When recording, holding, using and sharing information, the DSL will ensure that they:
- Understand the importance of information sharing, both within the school and with other schools on transfer including in-year and between primary and secondary education, and with safeguarding partners, other agencies, organisations and practitioners.
- Understand relevant data protection legislation and regulations, in particular the Data Protection Act 2018 and the UK GDPR.

- Are able to keep detailed, accurate, secure written records of all concerns, discussions and decisions made including the rationale of those decisions. This will include instances where referrals were and were not made to another agency such as LA children's social care or the Prevent program.

All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with school data protection policies. Where there is an allegation or incident of sexual abuse or sexual violence, the victim is entitled to anonymity by law; therefore, the school will consult its policy and agree on what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. Where a report of sexual violence or sexual harassment is progressing through the criminal justice system, the school will do all it can to protect the anonymity of the pupils involved in the case.

Concerns will only be reported to those necessary for its progression and reports will only be shared amongst staff members and with external agencies on a need-to-know basis. During the disclosure of a concern by a pupil, staff members will not promise the pupil confidentiality and will ensure that they are aware of what information will be shared, with whom and why.

Where it is in the public interest, and protects pupils from harm, information can be lawfully shared without the victim's consent, e.g. if doing so would assist the prevention, detection or prosecution of a serious crime. Before doing so, the DSL will weigh the victim's wishes against their duty to protect the victim and others. Where a referral is made against the victim's wishes, it is done so carefully with the reasons for the referral explained to the victim and specialist support offered.

Depending on the nature of a concern, the DSL will discuss the concern with the parents of the pupils involved. Discussions with parents will not take place where they could potentially put a pupil at risk of harm. Discussion with the victim's parents will relate to the arrangements being put in place to safeguard the victim, with the aim of understanding their wishes in terms of support arrangements and the progression of the report. Discussion with the alleged perpetrator's parents will have regards to the arrangements that will impact their child, such as moving classes, with the reasons behind decisions being explained and the available support discussed. External agencies will be invited to these discussions where necessary.

Where confidentiality or anonymity has been breached, the school will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised, and future breaches be prevented.

Where a pupil is leaving the school, the DSL will consider whether it is appropriate to share any information with the pupil's new provider, in addition to the child protection file, that will allow the new provider to support the pupil and arrange appropriate support for their arrival.

Policy Review
This policy will be reviewed bi- annually, as a minimum to ensure it is kept up to date with safeguarding issues as they emerge and evolve. Where necessary, updates will be made during the year.

Appendix 1- High Grange School Recommended Safeguarding Training

Role	Recommended Safeguarding / Child Protection Training
Proprietor	Safeguarding included in induction. • KCSIE 2025 (updates annually) • Working together to safeguard children December 2023 • Derbyshire's Safeguarding and Promoting Child Welfare E-learning package • Derbyshire's safeguarding level 1 • Named Board member/Governor – Safeguarding training to Level 4 (Karen Noon – completed DSL training)
Principal DSL/SSL / DSAL Deputy DSL	DDSCP training • KCSIE 2025 (updates annually) • Working together to safeguard children December 2023 • Safeguarding Children: Inter Professional Working (Group 3) • Designated Safeguarding Lead Training (DSL) – minimum every two years • Designated safeguarding adults lead training – bi-annually • Derbyshire designated leads virtual forum – termly • Internal termly safeguarding leads meetings – share current information • Online safety –annual update Traci Good • Annual updates / changes in guidance Plus, any group 3 or 4 training course outlined in DDSCP programme as a refresher every 3 years (if not covering Safeguarding Officer role). Safer recruitment training – NSPCC online – 3 yearly School subscribes to https:// schoolsnet.derbyshire.gov.uk/news. Subscribes to or bulletin aspx. NSPCC – Caspar updates – DSL, Head of Pastoral Care, Safeguarding leads Prevent training Contextualised safeguarding
Safeguarding Lead	Safeguarding included in induction – DDSCP training • Safeguarding leads may complete the full DSL training • Safeguarding Children: Inter Professional Working (Group 3) • Internal termly safeguarding leads meetings – share current information • Online safety –annual update Traci Gregory • Annual updates / changes in guidance • Mandatory safeguarding training • Contextualised safeguarding training – internal • Termly safeguarding leads meetings (Principal / DSL / SSL/ DSAL and deputy DSL lead) • (Complete all training in whole schools staff team below) • DASH – DSL, DDSL External Head of Pastoral Care Plus, any group 3 or 4 training course outlined in DDSCP programme as a refresher at least every 2 years.
Whole School Staff Team	Safeguarding included in induction - Level 1 safeguarding DDSCP School based group 2 as outlined in the DSCP training programme every 3 years. Staff will receive – Safeguarding level 1 – DDSCP / DSL/SSL/DSAL Gavin Spicer / Deputy DSL Chris Haines Gavin Spicer will train local safeguarding procedures and how to make a referral internally and externally to all education staff at induction. HGS induction Safeguarding training will incorporate, • HGS policies and procedures • KCSIE 2025 part 1 and Annex • HGS Safeguarding leads roles and responsibilities • HGS local Safeguarding concerns – local trends and statistics from the previous academic year • Online Safety • Adverse Childhood Experiences

	- Domestic abuse - Child Exploitation - Early Help Assessment – how to raise and complete an EHA - Staff low level concerns / Allegations against staff - HGS monitoring and Filtering system / staff supervision of pupils online activity - Prevent - Derbyshire Safeguarding Partnership – key information - Derbyshire threshold guidance - Contextualised safeguarding - Analysis of a serious case review KCSIE annual changes (or change in guidance) Children missing in education policy, including the response to children who are absent (attendance policy) EHA – early help assessment training and Derbyshire / Derby City LA threshold guidance (DSL/ SSL /DSAL- internal) Safeguarding 'causes for concerns' and 'trends' – Annual review of HGS 'trends' in safeguarding keeping staff informed of the key priorities annually offering statistical information. Child on child sexual violence and sexual harassment – (DSL/ SSL/DSAL and Head of Pastoral care – internal) DDSCP – PREVENT AND WRAP (internal/external) DDSCP – Exploitation – Criminal / Sexual (internal/external) Domestic Abuse – (internal training) Homelessness – DSL, DDSL, Safeguarding lead – (only trained to staff as required) Online safety – Traci Good (external) / Nathan Barrington (internal) Cyber Crime – DSL, DDSL, Safeguarding Lead HGS - Online filtering and monitoring – DSL, DDSL, SLT The schools online filtering and monitoring systems – DSL, DDSL, Safeguarding Leads FGM and forced marriage – Designated Safeguarding Lead / Deputy DSL (Internal) Exploitation – CCE, CSE, Gangs- Designated safeguarding lead / safeguarding lead (Internal) Domestic Abuse Serious violence Grooming – DSL/SSL/DSAL or safeguarding officer Cross – county lines – DSL/SSL/DSAL Contextualised safeguarding – (Safeguarding officer / DSL/SSL/DSAL) ACE'S training – DSL, Head of Pastoral Care / Safeguarding lead Mental Health training / PTSD / Trauma – SLT / Head of Pastoral Care /MDT / Dr Joanne Harrison Staff code of conduct (annual update)– Principal / DSL / SSL Self-harm and suicide ideation – Dr Joanne Harrison Autism and mental health – Dr Joanne Harrison Bi- annual safeguarding / child protection policy updates Raising a concern against a colleague / raising a low-level concern DSL / DDSL Raising staff awareness about how to support children and young people with family members / parents in prison (DSL, DDSL, Safeguarding lead) Pupils missing in education / pupils absent from school – unexplained and or persistent absences from education – DSL, DDSL, SLT, SENCO

Appendix 2- Types of Abuse, neglect and exploitation. Possible Indicators/Key Definitions

"Abuse" and neglect are defined as a form of maltreatment of a child which involves inflicting harm or failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing the ill treatment of others – this can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family, institutional or community setting by those known to them or by others, e.g., via the internet. Abuse can take place wholly online,

or technology may be used to facilitate offline abuse. Children may be abused by one or multiple adults or other children.

All staff will be aware of the indicators of abuse and neglect and understand that children can be at risk of harm inside and outside of the school, inside and outside of home, and online. All staff will be aware that abuse, neglect and other safeguarding issues are rarely standalone events that can be given a specific label, and multiple issues often overlap one another; therefore, staff will be vigilant and always raise concerns with the DSL. All staff, especially the DSL and deputy DSLs, will be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments; this includes being aware that pupils can at risk of abuse or exploitation in situations outside their families (extra-familial harms). All staff will be aware of the appropriate action to take following a pupil being identified as at potential risk of abuse and, in all cases, will speak to the DSL if they are unsure.

All staff will be aware that technology is a significant component in many safeguarding and wellbeing issues, including online abuse, cyberbullying, and the sharing of indecent images.

Where a child is disabled, injuries or behavioural symptoms may mistakenly be attributed to his/her disability e.g., ASC SEMH rather than the abuse. Similarly, where a child is black or from a minority ethnic group, aggressive behaviour, emotional and behavioural problems and educational difficulties may be wrongly attributed to racial stereotypes, rather than abuse. Cultural and religious beliefs should not be used to justify hurting a child.

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

Physical abuse can happen in any family, but children may be more at risk if their parents have problems with drugs, alcohol and mental health or they live in a home where domestic abuse happens. Babies and disabled children also have a higher risk of suffering physical abuse.
Some of the following signs may be indicators of physical abuse:

•   Children with frequent injuries.
•   Children with unexplained or unusual fractures or broken bones; and
•   Children with unexplained.

> Bruises or cuts.
> Burns or scalds; or
> Bite marks.

Emotional abuse
Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued; in so far as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how

they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capacity, as well as over protection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Although the effects of emotional abuse might take a long time to be recognisable, practitioners will be in a position to observe it, for example in the way that a parent interacts with their child.

Some of the following signs may be indicators of emotional abuse:
•   Children who are excessively withdrawn, fearful, or anxious about doing something wrong.
•   Parents or carers who withdraw their attention form their child, giving the child the 'cold shoulder'.
•   Parents or carers blaming their problems on their child; and
•   Parents or carers who humiliate their child, for example, by name-calling or making negative comparisons.

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

Many children who are victims of sexual abuse do not recognise themselves as such; they may not understand what is happening and may not understand that it is wrong.

Some of the following signs may be indicators of sexual abuse:
• Children who display knowledge or interest in sexual acts inappropriate to their age
• Children who use sexual language or have sexual knowledge that you wouldn't expect them to have
• Children who ask others to behave sexually or play sexual games
• Children with physical sexual health problems, including soreness in the genital or anal areas, sexually transmitted infections or underage pregnancy.

Sexual exploitation is a form of sexual abuse where children are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are 'persuaded' or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a child may

believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Child sexual exploitation (CSE) doesn't always involve physical contact and can happen on-line. A significant number of people who are victims of sexual exploitation go missing from home, care or education at some point.

Some of the following signs may be indicators of sexual exploitation:
- Children who appear with unexplained gifts or new possessions;
- Children who associate with other young people involved in exploitation;
- Children who have older boyfriends or girlfriends;
- Children who suffer from sexually transmitted infections or become pregnant;
- Children who suffer from changes in emotional well-being;
- Children who misuse drugs and alcohol;
- Children who go missing for periods of time or regularly come home late; and
- Children who regularly miss school or education or don't take part in education.

Child sexual exploitation (CSE) and Child Criminal Exploitation (CCE)
Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual, and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

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

Once a child is born, neglect may involve a parent or carer failing to:
- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care givers)
- Ensure access to appropriate medical care or treatment

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

Children who are neglected often also suffer from other types of abuse. It is important that practitioners remain alert and do not miss opportunities to take timely action. However, while you may be concerned about a child, neglect is not always straightforward to identify.

Neglect may occur if a parent becomes physically or mentally unable to care for a child. A parent may also have a dependency on alcohol and/or drugs, which could impair their ability to keep a child safe or result in them prioritising buying drugs, or alcohol, over food, clothing or warmth for the child.

Some of the following signs may be indicators of neglect:
- Children who are living in a home that is indisputably dirty or unsafe;
- Children who are left hungry or dirty;
- Children who are left without adequate clothing, e.g., not having a winter coat;
- Children who are living in dangerous conditions, i.e., around drugs, alcohol or violence;
- Children who are often angry, aggressive or self-harm;
- Children who fail to receive basic health care4; and
- Parents who fail to seek medical treatment when their children are ill or are injured.

These Additional Categories below although **more** associated with '**Adults'** may also apply to Young People within our education and care aged 16-19 or 'young adults' 18-25 Years (SEND code of practice 2014)

Discriminatory Abuse includes:
Forms of Harassment, slurs or similar treatment because of:
- Race
- Gender
- Gender identity
- Age
- Disability
- Sexual orientation
- Religion

Discriminatory abuse can take the form of:
- Derogatory comments
- Harassment
- Being made to move to a different resource/service based on age
- Being denied medical treatment on grounds of age or mental health and/or not providing access.

Psychological abuse includes:
- Emotional abuse
- Threats of harm or abandonment
- Deprivation of contact
- Humiliation
- Blaming
- Controlling
- Intimidation
- Coercion
- Harassment
- Verbal abuse
- Cyber bullying
- Isolation
- Unreasonable and unjustified withdrawal of services or supportive networks

Potential Indicators of Psychological Abuse: (It is important not to jump to the wrong conclusions too quickly, but the following may be indicators of many different problems):

It is important not to jump to the wrong conclusions too quickly, but the following may be indicators of many different problems. The following indicators have been added to help staff recognise the potential need for early help:

- The child is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups.
- The child is at risk of modern slavery, trafficking or exploitation.
- The child is showing early signs of abuse and/or neglect.
- The child is at risk of being radicalised or exploited.
- The child is a privately fostered child.
- Ambivalence about carer
- Fearfulness, avoiding eye contact, flinching on approach
- Deference
- Insomnia or the need for excessive sleep
- Change in appetite
- Unusual weight loss/gain
- Tearfulness
- Unexplained paranoia
- Low self-esteem
- Confusion, agitation
- Coercion
- Possible violation of human and/or civil rights
- Distress caused by being locked in a home or car
- Isolation – no visitors or phone calls allowed
- Inappropriate clothing
- Sensory depravation
- Restricted access to hygiene facilities
- Lack of personal respect
- Lack of recognition of individual rights
- Carer does not offer personal hygiene, medical care or regular food or drinks
- And/or use of furniture to restrict movement.

Financial or Material Abuse includes:
- Theft
- Fraud
- Internet scamming
- Coercion in relation to an adult's financial affairs or arrangements, including in connection with wills, property, inheritance or financial transactions
- The misuse or misappropriation of property, possessions or benefits

Potential indicators of financial or material abuse (It is important not to jump to the wrong conclusions too quickly, but the following is a list of possible indicators of financial abuse):
- Sudden inability to pay bills
- Sudden withdrawal of money from an account
- Person lacks belongings that they can clearly afford
- Lack of receptivity by the person's relatives to necessary expenditure
- Power of attorney obtained when the person is unable to understand what they are signing

- Extraordinary interest by family members in the vulnerable person's assets
- Recent change of deeds of the house or property
- The main interest of the carer is financial with little regard for the health and welfare of the vulnerable adult
- The person managing the vulnerable adults' finances is evasive and un-co-operative
- Reluctance to accept care services
- Purchase of items that individual does not require or use
- Personal items going missing
- And/or unreasonable or inappropriate gifts.

Organisational/Institutional Abuse includes:
- Neglect
- Poor care practice within an institution or specific care setting such as a hospital or care home
- Poor practice in relation to care provided in one's own home
- This may range from one off incidents to on-going ill-treatment. It can be through neglect or poor professional practice as a result of the structure, policies, processes and practices within an organisation.

Potential indicators of organisational abuse: It is important not to jump to the wrong conclusions too quickly, but the following list may be possible indicators of institutional abuse):
- Inappropriate care of possessions, clothing and living area
- Lack of personal clothes and belongings
- Un-homely or stark living environments
- Deprived environmental conditions and lack of stimulation
- Inappropriate use of medical procedures such as enemas, catheterisation
- Batch care - lack of individual care programmes
- Illegal confinement or restrictions
- Inappropriate use of power or control
- People referred to, or spoken to with disrespect
- Inflexible services based on convenience of the provider rather than the person receiving services
- Inappropriate physical intervention
- Service user removed from the home or establishment, without discussion with other appropriate people or agencies because staff are unable to manage the behaviour.

Child Victims of Trafficking
Trafficking of children is a form of human trafficking which means the recruitment, transportation, transfer, harbouring, and/or receipt of a child by means of a threat or use of force or other forms of coercion for the purposes of exploitation.

Trafficking specifically targets the child as an object of exploitation; the child may be unaware of their fate:
- Reason for trafficking children
- Sexual exploitation
- Domestic servitude
- Sweatshop, restaurant and other catering work
- Agricultural labour, including tending plants in illegal cannabis farms
- Benefit fraud

- Involvement in petty criminal activity
- Organ harvesting
- Drug mules, drug dealing or decoys for adult drug traffickers
- Illegal inter-country adoption

It is possible that unaccompanied asylum-seeking children (UASC) may have been trafficked into the UK and are likely to remain under the influence of their traffickers, even whilst they are looked after.

Any child who has been a victim of trafficking will have a risk assessment setting out how the child will be protected from any trafficker, to minimise any risk of traffickers being able to re-involve a child in exploitative activities. This plan should include contingency plans to be followed if the young person goes missing.

Signs that a child may be trafficked include:
- Is withdrawn and refuses to talk or appears afraid to talk to a person in authority
- Does not appear to have money but does have a mobile phone
- Possession of large amounts of money or expensive belongings with no plausible explanation
- Receives unexplained/unidentified phone calls whilst in placement
- Has a history with missing links and unexplained move's

Grooming
Grooming can happen in person, online and in gangs or groups.
Once they have established trust, groomers will exploit the relationship by isolating the child from friends or family and making the child feel dependent on them. They will use any means of power or control to make a child believe they have no choice but to do what they want.

Groomers may introduce 'secrets' to control or frighten the child. Sometimes they will blackmail the child, or make them feel ashamed or guilty, to stop them telling anyone about the abuse.

Groomers can use social media sites, instant messaging apps including teen dating apps, or online gaming platforms to connect with a young person or child.

They can spend time learning about a young person's interests from their online profiles and then use this knowledge to help them build up a relationship.

It is easy for groomers to hide their identity online - they may pretend to be a child and then chat and become 'friends' with children they are targeting.

Groomers may look for:
- Usernames or comments that are flirtatious or have a sexual meaning.
- Public comments that suggest a child has low self-esteem or is vulnerable.

Groomers do not always target a particular child. Sometimes they will send messages to hundreds of young people and wait to see who responds.

Groomers no longer need to meet children in real life to abuse them. Increasingly, groomers are sexually exploiting their victims by persuading them to take part in online sexual activity. Groomers may be male or female. They could be any age. Many children and young people do not understand that they have been groomed, or that what has happened is abuse. Grooming can be more than just one single person, it can happen in gangs or groups of people who are of both the same, and different, age, ethnicity, religion, and social backgrounds.

For further guidance please refer to www.nspcc.org.uk

Cyber-crime

For the purposes of this policy, **"cyber-crime"** is defined as criminal activity committed using computers and/or the internet. This includes 'cyber-enabled' crimes, i.e. crimes that can happen offline but are enabled at scale and at speed online, and 'cyber-dependent' crimes, i.e. crimes that can be committed only by using a computer. Crimes include:

- Unauthorised access to computers, known as 'hacking'.
- Denial of Service attacks, known as 'booting'.
- Making, supplying or obtaining malicious software, or 'malware', e.g. viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence.

All staff will be aware of the signs of cyber-crime and follow the appropriate safeguarding procedures where concerns arise. This may include the DSL referring pupils to the National Crime Agency's Cyber Choices programme.

Serious violence

Through training, all staff will be made aware of the indicators which may signal a pupil is at risk from, or is involved with, serious violent crime. These indicators include, but are not limited to:

- Increased absence from school.
- A change in friendships.
- Relationships with older individuals or groups.
- A significant decline in academic performance.
- Signs of self-harm.
- A significant change in wellbeing.
- Signs of assault.
- Unexplained injuries.
- Unexplained gifts or new possessions.

Staff will be made aware of some of the most significant risk factors that could increase a pupil's vulnerability to becoming involved in serious violence. These risk factors include, but are not limited to:

- Being male.
- Having been frequently absent from school.
- Having been permanently excluded from school.
- Having experienced child maltreatment.
- Having been involved in offending, such as theft or robbery.

Staff members who suspect a pupil may be vulnerable to, or involved in, serious violent crime will immediately report their concerns to the DSL.

The school will be aware that the Police, Crime, Sentencing and Courts Act will introduce a new duty in early 2023 on a range of specified authorities, such as the police, to share data and information, and put plans in place to prevent and reduce serious violence within their local communities. Schools will be under a separate duty to cooperate with core duty holders when asked – the school will ensure arrangements are in place to do so.

Honour Based Abuse including Female Genital Mutilation and Forced Marriage.
So-called 'honour-based' abuse (HBA) encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of HBA are 'abuse' (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Domestic Violence and abuse is a term used to describe a wide range of intentional behaviours used by one to control and dominate another with whom they have had, wished to have, or are currently in a close intimate, family or other type relationship. It does not only relate to marriage or co-habiting couples and frequently continues after a relationship has ended. Children are adversely impacted by domestic violence 'Including where they see, hear, or experience its effects'.

Female genital mutilation (FGM) is the partial or total removal of external female genitalia or other injury to the female genital organs for non-medical reasons. It is also known as female circumcision, cutting or sunna.

Religious, social, or cultural reasons are sometimes given for FGM. However, FGM is child abuse. It is dangerous and has been a criminal offence in the UK since 1985. In 2003 it also became a criminal offence for UK nationals or permanent UK residents to take their child abroad to have female genital mutilation. Anyone found guilty of the offence faces a maximum penalty of 14 years in prison. If staff have concerns that someone is the subject of FGM they have a specific legal duty to act and call the police on 999. They should also inform the DSL/SSL/DSAL immediately.

There are no medical reasons to carry out FGM. It does not enhance fertility, and it does not make childbirth safer. It is used to control female sexuality and can cause severe and long-lasting damage to physical and emotional health.

FGM is a hidden crime, so we do not know exactly how common it is. Even partial removal or 'nipping' can risk serious health problems for girls and women. FGM is usually performed by someone with no medical training. Girls are given no anesthetic, no antiseptic treatment and are often forcibly restrained. The cutting is made using instruments such as a knife, pair of scissors, scalpel, glass, or razor blade.

Girls are more at risk if FGM has been carried out on their mother, sister, or a member of their extended family.

A girl at immediate risk of FGM may not know what is going to happen. But she might talk about:
- Being taken 'home' to visit family

- A special occasion to 'become a woman.'
- An older female relative visiting the UK.

She may ask a teacher or another adult for help if she suspects FGM is going to happen, or she may run away from home or miss school.

A girl or woman who has had FGM may:
- Have difficulty walking, sitting, or standing.
- Spend longer than normal in the bathroom or toilet.
- Have unusual behavior after an absence from school or college.
- Be particularly reluctant to undergo normal medical examinations.
- Ask for help but may not be explicit about the problem due to embarrassment or fear.

FGM can be extremely painful and dangerous. It can cause:
- Severe pain
- Shock
- Bleeding
- Infections such as tetanus, HIV and hepatitis B and C
- Organ damage
- Blood loss and infections that can cause death in some cases

Long-term effects
Girls and women who have had FGM may have problems that continue through adulthood, including:
- Difficulties urinating or incontinence.
- Frequent or chronic vaginal, pelvic, or urinary infections
- Menstrual problems
- Kidney damage and possible failure
- Cysts and abscesses
- Pain when having sex.
- Infertility
- Complications during pregnancy and childbirth
- Emotional and mental health problems

FGM helpline on **0808 028 3550**.
Or call the police **999.**

- High Grange School is an 'open environment', where pupils feel able to discuss issues that they may be facing;
- The Designated Safeguarding Leads/SSL are aware of the issues surrounding FGM and Forced Marriage;
- Advice and signposting is available for accessing additional help, e.g., the NSPCC's helpline, Child Line services, Forced Marriage Unit;
- Awareness raising about FGM is incorporated in the school's safeguarding training.

If there is a disclosure of abuse of this kind, or staff are concerned for any other reason, they are advised:
- To alert the Designated Safeguarding Lead to their concerns. This member of staff will then refer concerns to children's social care, who will inform the police. If a pupil has disclosed that they are at risk in this way, the case will still be referred to social care even

if it is against the pupil's wishes. **Where a staff member discovers that an act of FGM appears to have been carried out on a girl who is aged under 18, there will be a statutory duty for it to be reported to the police.**

- Not to consult or discuss with the pupil's parents or family, or others within the community.

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

There is a range of potential indicators that a girl may be at risk of FGM. Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines and chapter 9 of those guidelines (p42-44) focuses on the role of schools and colleges.

Section 5C of the Female Genital Mutilation Act 2003 (as inserted by section 75 of the Serious Crime Act 2015) give Government powers to issue statutory guidance on FGM to relevant persons.

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) will place statutory duty upon staff, along with social workers and healthcare professionals, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions.

If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18 the teacher must report this to the police.
For further information, see Annex A in **Keeping Children Safe in Education, Sept 2025.**

Virginity testing and hymenoplasty
Under the Health and Care Act 2022, it is illegal to carry out, offer or aid and abet virginity testing or hymenoplasty in any part of the UK. It is also illegal for UK nationals and residents to do these things outside the UK.

Virginity testing - Also known as hymen, '2-finger' or vaginal examination, this is defined as any examination (with or without contact) of the female genitalia intended to establish if vaginal intercourse has taken place. This is irrespective of whether consent has been given. Vaginal examination has no established scientific merit or clinical indication.

Hymenoplasty - A procedure which can involve a number of different techniques, but typically involving stitching or surgery, undertaken to reconstruct a hymen with the intent that the person bleeds the next time they have vaginal intercourse. Hymenoplasty is different to procedures that may be performed for clinical reasons, e.g. surgery to address discomfort or menstrual complications.

Virginity testing and hymenoplasty are forms of violence against women and girls and are part of the cycle of HBA and can be precursors to child or forced marriage and other forms of family and/or community coercive behaviours, including physical and emotional control. Victims are pressurised into undergoing these procedures, often by family members or their intended husbands' family to fulfil the requirement that a woman remains 'pure'

before marriage. Those who 'fail' to meet this requirement are likely to suffer further abuse, including emotional and physical abuse, disownment and even honour killings.

The procedures are degrading and intrusive, and can result in extreme psychological trauma, provoking conditions such as anxiety, depression and PTSD, as well as physical harm and medical complications. Staff will be alert to the possible presence of stress, anxiety and other psychological or behavioural signs, and mental health support should be made available where appropriate.

Victims face barriers in coming forward, e.g. they may not know that the abuse was abnormal or wrong at the time, and may feel shameful, having been taught that speaking out against family and/or the community is wrong, or being scared about the repercussions of speaking out. The school will educate pupils about the harms of these practices and dispel myths, e.g. the belief that virginity determines the worth of a woman, and establish an environment where pupils feel safe enough to make a disclosure.

Pupils aged 13 and older are considered to be most at risk, but it can affect those as young as 8, and anyone with female genitalia can be a victim regardless of age, gender identity, ethnicity, sexuality, religion, disability or socioeconomic status. All staff will be aware of the following indicators that a pupil is at risk of or has been subjected to a virginity test and/or hymenoplasty:

- A pupil is known to have requested either procedure or asks for help
- Family members disclose that the pupil has already undergone the practices
- Pain and discomfort after the procedures, e.g. difficulty in walking or sitting for a long period of time which was not a problem previously
- Concern from family members that the pupil is in a relationship, or plans for them to be married
- A close relative has been threatened with either procedure or has already been subjected to one
- A pupil has already experienced or is at risk of other forms of HBA
- A pupil is already known to social services in relation to other safeguarding issues
- A pupil discloses other concerns that could be an indication of abuse, e.g. they may state that they do not feel safe at home, that family members will not let them out the house and/or that family members are controlling
- A pupil displays signs of trauma and an increase in emotional and psychological needs, e.g. withdrawal, anxiety, depression, or significant change in behaviour
- A pupil appears fearful of their family or a particular family member
- Unexplained absence from school, potentially to go abroad
- Changes in behaviour, e.g. a deterioration in schoolwork, attendance, or attainment

The above list is not exhaustive, but if any of these indicators are identified, staff members will immediately raise concerns with the DSL. An assessment of the risk they face will be undertaken. If there is believed to be immediate danger, the police will be contacted without delay.

High Grange School will not involve families and community members in cases involving virginity testing and hymenoplasty, including trying to mediate with family or using a community member as an interpreter, as this may increase the risk of harm to the pupil, including expediting arrangements for the procedure.

Forced marriage

Forced marriage is a crime. It is a form of abuse directed towards a child or vulnerable adult, including adults who are forced into marriage against their free will.

Forced marriage is a marriage where one or both spouses do not consent to the marriage but are coerced into it. Force can be physical, psychological, financial, sexual and emotional pressure. Forced marriage can be committed if a person lacks capacity, whether or not coercion plays a part.

Under the Anti-social Behaviour, Crime and Policing Act 2014 a person commits an offence if he or she uses violence, threats or any other form of coercion for the purpose of causing another person to enter into a marriage and believes, or ought reasonably to believe, that the conduct may cause the other person to enter into the marriage without free and full consent.

It is an offence to do anything intended to cause a child to marry before the child's eighteenth birthday, whether or not the conduct amounts to violence, threats, or any other form of coercion or deception. This applies to non-binding, unofficial 'marriages' as well as legal marriages.

All staff will be alert to the indicators that a pupil is at risk of, or has undergone, forced marriage, including, but not limited to, the pupil:

- Being absent from school – particularly where this is persistent.
- Requesting for extended leave of absence and failure to return from visits to country of origin.
- Being fearful about forthcoming school holidays.
- Being subjected to surveillance by siblings or cousins at school.
- Demonstrating a decline in behaviour, engagement, performance, exam results or punctuality.
- Being withdrawn from school by their parents.
- Being removed from a day centre when they have a physical or learning disability.
- Not being allowed to attend extracurricular activities.
- Suddenly announcing that they are engaged to a stranger, e.g. to friends or on social media.
- Having a family history of forced marriage, e.g. their older siblings have been forced to marry.
- Being prevented from going on to further or higher education.
- Showing signs of mental health disorders and behaviours, e.g. depression, self-harm, anorexia.
- Displaying a sudden decline in their educational performance, aspirations or motivation.

Staff who have any concerns regarding a pupil who may have undergone, is currently undergoing, or is at risk of forced marriage will speak to the DSL or headteacher and local safeguarding procedures will be followed – this could include referral to CSCS, the police or the Forced Marriage Unit. The DSL or headteacher will ensure the pupil is spoken to privately about these concerns and further action taken as appropriate. Pupils will always be listened to and have their comments taken seriously.

It will be made clear to staff members that they should not approach the pupil's family or those with influence in the community, without the express consent of the pupil, as this will alert them to the concerns and may place the pupil in further danger.

Advice will be sought from the Forced Marriage Unit following any suspicion of forced marriage among pupils.

If a pupil is being forced to marry, or is fearful of being forced to, the school will be especially vigilant for signs of mental health disorders and self-harm. The pupil will be supported by the DSL and senior mental health lead, and referrals will be made on a case-by-case basis.

Staff members will make themselves aware of how they can support victims of forced marriage in order to respond to the victims needs at an early stage and be aware of the practical help they can offer, e.g. referral to social services and local and national support groups.

Local child safeguarding procedures will be activated following concerns regarding forced marriage – the school will use existing national and local protocols for multi-agency liaison with police and children's social care.

High Grange School will support any victims to seek help by:
- Making them aware of their rights and choices to seek legal advice and representation.
- Recording injuries and making referrals for medical examination where necessary.
- Providing personal safety advice.
- Developing a safety plan in case they are seen, e.g. by preparing another reason for why the victim is seeking help.

High Grange School will establish where possible whether pupils at risk of forced marriage have a dual nationality or two passports.

High Grange School will aim to create an open environment where pupils feel comfortable and safe to discuss the problems they are facing – this means creating an environment where forced marriage is discussed openly within the curriculum and support and counselling are provided routinely.

High Grange School will take a whole school approach towards educating on forced marriage in the school curriculum and environment – in particular, the school's PSHE and RSE curriculum will incorporate teaching about the signs of 'forced marriage' and how to obtain help. Appropriate materials and sources of further support will be signposted to pupils. Pupils will be encouraged to access appropriate advice, information and support.

Teachers and other staff members will be educated through appropriate internal training about the issues surrounding forced marriage and the signs to look out for.

Vulnerable to Extremism and Radicalisation
Extremism and radicalisation is another part of safeguarding children and young people. As with any concern, the risk of harm and abuse is raised when young people are vulnerable and is often noticed when pupils change their behaviour, clothing or attitudes. One aspect of safeguarding children and young people from radicalisation is to set out in 'Promoting fundamental British values as part of SMSC in schools'.

This guidance sets out British values as:
- Democracy

- The rule of law
- Individual liberty
- Mutual respect
- The tolerance of those with different faiths and values

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and which specific needs for which an extremist or terrorist group may appear to provide and answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with managing other safeguarding risks, staff should be alert to changes in children's behaviours, which could indicate that they may be in need of help or protection. Staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

The Government Prevent Strategy, inclusive is the approach to reducing the risk of terrorism, this is called '**CONTEST**' and has four parts:
- **Protect;** to strengthen protection against a terrorist attack
- **Prepare;** to mitigate the impact of an attack
- **Pursue;** to stop terrorist attacks
- **Prevent;** to stop people becoming terrorists or supporting terrorism
- Protecting pupils from the risk of radicalisation is part of the school's wider safeguarding duties. The school will actively assess the risk of pupils being radicalised and drawn into extremism and/or terrorism. Staff will be alert to changes in pupils' behaviour which could indicate that they may need help or protection. Staff will use their professional judgement to identify pupils who may be susceptible to extremist ideologies and radicalisation and act appropriately, which may include contacting the DSL or making a Prevent referral. The school will work with local safeguarding arrangements as appropriate.
- High Grange School will ensure that they engage with parents and families, as they are in a key position to spot signs of radicalisation. In doing so, the school will assist and advise family members who raise concerns and provide information for support mechanisms. Any concerns over radicalisation will be discussed with the pupil's parents, unless the school has reason to believe that the child would be placed at risk as a result.
- Safeguarding lead Alison Seager Spicer will undertake Prevent awareness training to be able to provide advice and support to other staff on how to protect pupils against the risk of radicalisation. The DSL will hold formal training sessions with all members of staff to ensure they are aware of the risk indicators and their duties regarding preventing radicalisation.

Definition of Extremism (New definition of extremism 2024)

Extremism
Extremism is the promotion or advancement of an ideology based on violence, hatred or intolerance, that aims to:
1. negate or destroy the fundamental rights and freedoms of others; or

2. undermine, overturn or replace the UK's system of liberal parliamentary democracy and democratic rights; or
3. intentionally create a permissive environment for others to achieve the results in (1) or (2).

The types of behaviour below are indicative of the kind of promotion or advancement which may be relevant to the definition and are an important guide to its application. The further context below is also an essential part of the definition.

Aim 1 (negate or destroy fundamental rights and freedoms): Behaviour against a group, or members of it, that seeks to negate or destroy their rights to live equally under the law and free of fear, threat, violence, and discrimination. Including:
- Using, threatening, inciting, justifying, glorifying or excusing violence towards a group in order to dissuade them from using their legally defined rights and freedoms.

Aim 2 (undermine, overturn or replace liberal democracy): Attempts to undermine, overturn, or replace the UK's system of liberal parliamentary democracy and democratic rights. Including:
- Advocating that the UK's parliamentary democracy and democratic values and rights are not compatible with their ideology, and seeking to challenge, overthrow, or change our political system outside of lawful means.
- Using, threatening, inciting, justifying, glorifying or excusing violence towards citizens, in order to dissuade them from participating freely in the democratic process.
- Subverting the way public or state institutions exercise their powers, in order to further ideological goals, for example through entryism, or by misusing powers or encouraging others to do so.
- Using, threatening, inciting, justifying, glorifying or excusing violence towards public officials including our armed forces, police forces and members of local, devolved or national legislatures, in order to dissuade them from conducting their obligations freely and fearlessly, without external interference.
- Establishing parallel governance structures which, whether or not they have formal legal underpinning, seek to supersede the lawful powers of existing institutions of state.

Aim 3 (enabling the spread of extremism): Intentionally creating a permissive environment for behaviour in aim 1 or aim 2. Including:
- Providing an uncritical platform for individuals or representatives of groups or organisations that have demonstrated behaviour in either aim 1 or aim 2.
- Facilitating activity of individuals or representatives of groups or organisations that have demonstrated behaviour in either aim 1 or aim 2, including through provision of endorsement, funding, or other forms of support.
- The dissemination of extremist propaganda and narratives that call for behaviour in either aim 1 or aim 2.
- Attempts to radicalise, indoctrinate and recruit others to an ideology based on violence, hatred or intolerance, including young people.
- Consistent association with individuals or representatives of groups or organisations that have demonstrated behaviour in either aim 1 or aim 2 without providing critical challenge to their ideology or behaviour.

- If any behaviour listed in aim 1 or aim 2 has occurred previously, a refusal by the individual, group or organisation that conducted the behaviour to rescind, repudiate or distance themselves from the behaviour.

Extremism takes many forms, and all ideologies are included in this area of safeguarding:
- Islamic extremism
- Left wing extremism
- Right wing extremism
- Animal rights extremism

The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT (Online Safety) policies.

High Grange School is expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation. These procedures may be set out in existing safeguarding policies on implementing the Prevent Duty.

The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Partnerships (LSCPs)

The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.

High Grange School must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools and residences should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally.

As part of their Prevent duty, Schools must also ensure that they are:

Promoting British Values
'All publicly funded schools in England are required by law to teach a broad and balanced which promotes the spiritual, moral, cultural, mental and physical development of pupils and prepares them for the opportunities, responsibilities and experiences of life. They must also promote community cohesion. Independent schools set their own curriculum but must comply with the Independent School Standards, which include an explicit requirement to promote fundamental British values as part of broader requirements relating to the quality of education and to promoting the spiritual, moral, social and cultural development of pupils.' (Prevent Duty Guidance 2023)

The Department for Education has also published advice for schools on the prevent duty. The advice is intended to complement the Prevent Guidance and signposts other sources of advice and support.

All senior staff will complete the WRAP training (Workshop to Raise Awareness of Prevent) or equivalent. In addition, all staff members including school Pastoral Team will complete an online training module 'Channel General Awareness'

Incels
Incel is short for **involuntary celibate**. An **incel** a member of an online subculture of people who define themselves as unable to get a romantic or sexual partner despite desiring one. Discussions in incel forums are often characterised by resentment and hatred, misogyny, misanthropy, self-pity and self-loathing, racism, a sense of entitlement to sex, and the endorsement of violence against women and sexually active people.

In recent years, incel culture online has evolved into a disturbing movement full of young men expressing feelings of self-pity, grievance, and vengeance.

Increasingly, incels express misogyny and an unfulfilled sense of entitlement to sex that women are withholding from them.

Incel culture has developed its own internet dialect which can be difficult for those outside the culture ("normies") to understand.

The language is often misogynistic, hurtful and can serve as a gateway to more extreme right-wing ideology.

'Normie' = anyone outside the culture
'Chad' = sexually successful alpha male
'Stacy' = attractive female
'Cringe' = embarrassingly uncool
'Based' = the opposite of cringe

Familiarity with this terminology makes it easier to recognise signs of radicalisation.

Hypergamy is the idea that sexual selection is unfairly distributed between the genders, so that the top 80% women select and date the top 20% of men.

Incels claim to belong to the lower 80% of men. They feel that the dating game is rigged against them.

They feel that they remain virgins while "chads" enjoy multiple sexual partners, a trend since the rise of social media and dating apps.

The **challenges** of Incels on young males **–** How patriarchy comes into prominence,
- Loneliness and isolation and not seeking help or support
- Body image insecurities
- Lack of mental Health support and resources
- Pressure to be sexually active / believe males are entitled to sex
- Women are to blame for all the above

- This impacts on males' views of women – encounters with women viewed as transactional – normalising violence against women, males viewing themselves as victims because females are not interested in them.
- Incels are terrorism threat and male pupils are at risk of being radicalised

PREVENT
High Grange School play a crucial role in helping pupils understand the world around them. This is part of the Schools PSHE curriculum, and the school ensures that staff receive training and that they are able to identify pupils most at risk of being radicalised and early intervention is required. Like other forms of radicalisation, vulnerable young people are often targeted by the incel movement and groomed online by adults.

High Grange School also have a statutory duty to protect pupils from "radicalisation and extremist influences" and to recognise signs of young people being radicalised by incel ideas. This includes being vigilant and raising awareness about incel ideology and how it can present on and offline, as well as offering mental health support where it is needed.

Alison Seager Spicer is the schools named Prevent Lead for High Grange School. The Prevent Lead oversees key areas of responsibility are set out in the Prevent Duty Guidance for England and Wales.

Hazing
Hazing is any action taken or any situation created intentionally that causes embarrassment, harassment or ridicule and risks emotional and/or physical harm to members of a group or team, whether new or not, regardless of the person's willingness to participate.

Some definitions of hazing vary but all have common factors:
- Power differential between those in a group and those who want to join a group, or between senior and junior members of a group
- Intentional initiation rite, practice or 'tradition' involved
- Willingness to participate does not absolve responsibility for either party

Below are just some examples of hazing practices that occur:
- Forced activities for new recruits to 'prove' their worth to join
- Forced or required consumption of alcohol
- Requirement to eat spicy foods, other substances
- Requirement to endure hardships such as staying awake, menial tasks, physical labour, running while blindfolded, etc.
- Humiliation of new or potential members
- Isolation of new or potential members
- Beatings, paddling, or other physical acts against new or potential members
- Requirements for new or potential members to do things established members are not required to do
- Illegal activities such as requirement to steal local items as part of a scavenger hunt

Nitrous oxide/laughing gas abuse
Also known as laughing gas, nitrous oxide is a gas that is inhaled, giving the user a short, sharp high. The party drug is second to cannabis as the most commonly misused substance

among 16 to 24-year-olds in England. Young people will often transfer the gas into a balloon but may inhale it directly from the canister.

The gas can make people relaxed, giggly, light-headed, or dizzy. paranoid: so, cause headaches and make some users anxious or paranoid; too much nitrous oxide can make a person faint or lose consciousness. Staff will report any concerns regarding hazing or use of Nitrous oxide to safeguarding leads at HGS.

County Lines

What it is?
Organised crime based on a model of drug supply, violence & intimidation.

Features:
- Gang & gang organisation, often CSE a factor;
- Firearms, knifes, corrosives a feature used in intimidation;
- Crossing county borders to source & recruit vulnerable young people to start & sustain supply chains;
- Move & launder money from illicit means;
- Targets the most vulnerable & disaffected youth for example: missing/often out of school or education.

What schools can do:
- Raise awareness for staff & to be alert;
- Consider for staff training;
- Identify potential children;
- Use safeguarding processes to report.
- Current interventions:
- Safeguarding will use a Section 47 child protection strategy route;
- Cases are being discussed at CSE/vulnerable children police tasking group;
- Using police intel to develop mapping of the county & hot spots.
- We have children as young as 11 who are victims in Derbyshire, we border 11 other counties/LA's!

Appendix 3- Seven Golden Rules to Sharing Information

The Seven golden rules for sharing information (including personal information):
1. All children have a right to be protected from abuse and neglect. Protecting a child from such harm takes priority over protecting their privacy, or the privacy rights of the person(s) failing to protect them. The UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018 (DPA) provide a framework1 to support information sharing where practitioners have reason to believe failure to share information may result in the child being at risk of harm.
2. When you have a safeguarding concern, wherever it is practicable and safe to do so, engage with the child and/or their carer(s), and explain who you intend to share information with, what information you will be sharing and why. You are not required to inform them, if you have reason to believe that doing so may put the child at increased risk of harm (e.g., because their carer(s) may harm the child, or react violently to anyone seeking to intervene, or because the child might withhold information or withdraw from services).
3. You do not need consent to share personal information about a child and/or members of their family if a child is at risk or there is a perceived risk of harm. You need a lawful

basis to share information under data protection law, but when you intend to share information as part of action to safeguard a child at possible risk of harm

4. Consent may not be an appropriate basis for sharing. It is good practice to ensure transparency about your decisions and seek to work cooperatively with a child and their carer(s) wherever possible. This means you should consider any objection the child or their carers may have to proposed information sharing, but you should consider overriding their objections if you believe sharing the information is necessary to protect the child from harm.

5. Seek advice promptly whenever you are uncertain or do not fully understand how the legal framework supports information sharing in a particular case. Do not leave a child at risk of harm because you have concerns you might be criticised for sharing information. Instead, find out who in your organisation/agency can provide advice about what information to share and with whom. This may be your manager/supervisor, the designated safeguarding children professional, the data protection/information governance lead (e.g., Data Protection Officer5), Caldicott Guardian, or relevant policy or legal team. If you work for a small charity or voluntary organisation, follow the NSPCC's safeguarding guidance. When sharing information, ensure you and the person or agency/organisation that receives the information take steps to protect the identities of any individuals (e.g., the child, a carer, a neighbour, or a colleague) who might suffer harm if their details became known to an abuser or one of their associates.

6. Only share relevant and accurate information with individuals or agencies/organisations that have a role in safeguarding the child and/or providing their family with support and only share the information they need to support the provision of their services. Sharing information with a third party rarely requires you to share an entire record or case-file – you must only share information that is necessary, proportionate for the intended purpose, relevant, adequate and accurate.

7. Record the reasons for your information sharing decision, irrespective of whether or not you decide to share information. When another practitioner or organisation requests information from you, and you decide not to share it, be prepared to explain why you chose not to do so. Be willing to reconsider your decision if the requestor shares new information that might cause you to regard information you hold in a new light. When recording any decision, clearly set out the rationale and be prepared to explain your reasons if you are asked.

Staff should listen to the child, reflecting back using the child's language, being non-judgemental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions.

It is important to note that whilst leading questions should be avoided, staff can ask children if they have been harmed and what the nature of the harm was.

Best practise is to wait until the end of the report / disclosure and then immediately write up a thorough summary. This allows staff to listen and give the child their full attention. It may be appropriate to take notes, but staff must ensure they need remain engaged fully with the child.

Taken from Information Sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers, (2015) HM Government and KCSIE 2025

Working together to safeguard children 2023

Working together to safeguard children was updated in December 2023. The new edition has clarified and strengthened links between agencies in order to increase the outcomes for children. The update include the following key points:

- The new guidance emphasises a child-centric approach and strong multi-agency partnerships
- The roles and responsibilities of safeguarding partners have been clarified
- Lead safeguarding partners and designated safeguarding partners have been distinguished
- A partnership chair for multi-agency arrangements should be appointed
- The DfE has emphasised the importance of schools in the delivery of multi-agency safeguarding arrangements
- The role of voluntary, charity and social enterprise (VCSE) organisations has been emphasised
- Expectations surrounding information sharing, reporting and funding have been updated
- Expectations for independent scrutiny of local areas have been clarified
- Information on early help procedures has been strengthened
- Family group decision-making as a forum for enhanced child and family welfare has been stressed
- Statutory duties of LAs and their partners in relation to safeguarding have been reinforced
- National multi-agency practice standards for child protection have been introduced
- Expectations surrounding care leavers have been clarified

For more information on any of these changes, see below on the following websites:

Working together to safeguard children 2023: summary of changes (publishing.service.gov.uk)
Working together to safeguard children 2023: statutory guidance (publishing.service.gov.uk)

Appendix 4- HGS Safeguarding Referral Form (cause for concern)

Education settings must ensure that volunteers, staff and governors are able to record concerns about:
- The welfare of a child or young person
- The behaviour of a volunteer, member of staff, governor or person connected with the school.

The following headings illustrate the minimum information that should be included in the local arrangements that is agreed within the individual education setting.

Principles
A statement should be included on the form used in the setting that confirms:

"Any member of the school staff, including volunteers, must record any concerns about a child or young person. This form must be completed as soon as possible after the discovery of the concern and send to the Designated Safeguarding Lead (DSL/SSL/DSAL). If the concerns are immediate, please tell the DSL/SSL/DSAL straight away."

High Grange School
Safeguarding Cause for Concern form

Section 1: Details of the report (to be completed by the reporter)

Referral Number	
Date and time report form completed.	Date Time
Name of Safeguarding lead who signed out 'cause for concern'	Name Role

Pupil details		
Name of pupil		
Date of birth		Child ☐ Adult ☐
Key stage		

Reporter details	
Your name	
Your role	

Agency Contact Details	
Parents	
Police	
Social Care	
Duty CAMHS	
Duty SC	
Any other agency	

Details of Cause for Concern	
Description of the 'cause for concern' *Include any relevant information about the concern, including*	

whether it is from your own observation, direct / indirect communication / Another student bringing concern to staff member / concern raised from monitoring phone / online / social media activity. *Include factual information such as dates, times, places, names, other etc.*	
Time and date of incident/disclosure	Date Time

Section 2: Report review and next steps

Reviewer Details	
Name of person reviewing the report	
Role	
Date and time form received.	Date Time
Report review details	
DSL/DDSL initial assessment of the report ***All safeguarding leads must report cause for concern to DSL/DDSL***	
DSL/DDSL Signature	
Action	
Select the appropriate option based on initial assessment	☐ Support for the pupil to be managed internally. ☐ Early help assessment to be undertaken. ☐ Referral to be made to statutory services. ☐ Other (please specify) ☐ Contacted parents
If a referral is required, provide details on which services the report will be referred to/how reported/time /date/online referral/phone	

Ongoing Actions		
Date: Time:	Action	Signature

Section 3: Outcomes

Date section 3 completed.	
Completed by	
Role	

Outcome details	
Details of the outcome(s) obtained	
Rationale for the decisions made	
Date closed	

Next steps	
Details of any further support in place/ ongoing internal support / action	

Appendix 5- Guidance/Further Information

Local safeguarding information
Key local information about safeguarding children is located on Derby Safeguarding Children Partnerships website www.derbyscb.org.uk. This includes Derby and Derbyshire Safeguarding Children Partnerships' safeguarding children's procedures key chapters include:
- Providing early help
- Making a referral to children's social care
- Child protection section 47 enquiries
- Child protection conferences
- Children abused through sexual exploitation
- Safeguarding children at risk of abuse through female genital mutilation (FGM)
- Allegations against staff carers and volunteers
- Children and families who go missing

The procedures also have key guidance document and information, including:
- Derby and Derbyshire Criteria for action document
- Derby and Derbyshire Escalation policy and process
- Local contacts

The DDSCP website (ddscp.org.uk) has a specific page for education providers, including a safeguarding children audit tool for schools and colleges to support schools their annual review of safeguarding practice and in their development of a safeguarding action plan. There is also a training pathway for education providers, template polices and information about the DDSCP Education Hub and safeguarding update service.

Other important information on the website includes:
- Private fostering information
- Domestic violence risk identification matrix (DVRIM)
- Early help assessment
- Graded care profile for assessment of neglect
- Safeguarding training opportunities

Other sources of safeguarding information and guidance can be obtained via:
- www.gov.uk/schools-colleges-childrens-services/safeguarding-children
- www.nspcc.org.uk

Appendix 6- List of First Response Numbers For All Our Local Authorities That Our Children Reside In

Local Authority	First response phone number	Website link
LEICESTERSHIRE COUNTY COUNCIL	**0116 305 0005** (24-hour phone line)	https://www.leicestershire.gov.uk/leisure-and-community/community-safety/report-abuse-or-neglect-of-a-child
STOKE-ON-TRENT CITY COUNCIL	Safeguarding Referral Team 01782 235100 (Office hours) Emergency Duty Team 01782 234234 (outside office hours 1700 to 0830)	http://www.safeguardingchildren.stoke.gov.uk/ccm/portal/

STAFFORDSHIRE COUNTY COUNCIL	Telephone: 0300 111 8007 Open: Monday - Thursday 8:30am - 5:00pm Friday 8:30am - 4:30pm **Emergency Duty Service:** (Out of Hours Service) Telephone: 0345 604 2886 Childrens disability team – 01785 895426	https://www.staffsscb.org.uk/Concerned-about-a-Child/Concerned-about-a-child.aspx
NOTTINGHAMSHIRE	0300 500 80 80 Emergency out of hours: 0300 456 4546	http://www.nottinghamshire.gov.uk/care/childrens-social-care/nottinghamshire-childrens-trust/pathway-to-provision/multi-agency-safeguarding-hub-mash
NOTTINGHAM CITY	0115 876 4762	https://www.nottinghamcity.gov.uk/children-and-families/children-and-families-direct/
SHEFFIELD CITY COUNCIL	Sheffield Safeguarding Hub 0114 273 4855	https://www.safeguardingsheffieldchildren.org/sscb/safeguarding-information-and-resources/referring-a-safeguarding-concern-to-childrens-social-care
DERBY CITY	During normal working days between 9 am and 5 pm they can be contacted on 01332 641172 At all other times concerns can be discussed with Care line who can be contacted on 01332 956 606	http://www.derbyscb.org.uk/worried-about-child/
DERBYSHIRE COUNTY COUNCIL	Ring Call Derbyshire starting point on 01629 533190 Call Derbyshire (Out of Hours) 01629 532600 o Starting Point (Professional Advice) 01629 535353	https://www.derbyshirescb.org.uk/professionals/ Welcome to the Online Procedures for the Derby and Derbyshire Safeguarding Children Partnership (proceduresonline.com)

Appendix 7 Overview of Safeguarding within the curriculum at High Grange School

High Grange School Safeguarding Curriculum Map Primary

Safeguarding teaching in the Primary Key stage 1 and 2 Year 1 to 6, PSHE long-term Curriculum			
Explicit Safeguarding Content These topics directly relate to keeping children safe, understanding boundaries, identifying risks, and knowing what to do in unsafe situations.			
Spiral	**Term**	**Topic**	**Notes of teaching and learning**
1	Spring 2	**My body belongs to me**	Body autonomy – critical safeguarding foundation
1	Spring 2	**Asking for permission**	Consent in simple, age-appropriate form
1	Autumn 2	**Getting hurt**	Recognising when something is wrong
1	Spring 1	**Online world, Online safety**	Digital safeguarding
2	Spring 2	**Online safety, Personal data, What is the internet?**	Digital safeguarding and privacy

2	Summer 2	**Secrets and surprises**	Encouraging safe disclosure – important for preventing abuse
2	Summer 1	**Safety and risk, Safety at home, Road safety**	General safeguarding
2	Summer 1	**Accidents and emergencies**	How to respond to danger
3	Spring 1	**Personal safety & risk**	Physical safeguarding awareness
3	Summer 2	**E-safety, Age-appropriate content**	Online and media safeguarding
4	Spring 1	**Harmful content/contact, Preventing bullying**	Online grooming and peer safeguarding
4	Spring 2	**Fake images, Digital footprint**	Contextual safeguarding through digital literacy
4	Summer 1	**My Changing Body**	Body autonomy – critical safeguarding foundation
5	Autumn 1 Spring 1	**Online behaviour & risks, Online gaming danger**	Cyber safeguarding
5	Spring 2	**Stranger danger**	Traditional safeguarding awareness
5	Summer 1	**First aid, Medicines/product safety**	Knowing how to respond and protect health
6	Summer 1	**Cyberbullying and harassment, Consent**	Online abuse and respectful boundaries
6	Summer 1	**Sexual harassment**	Serious safeguarding concerns (age-appropriate approach needed)
6	Summer 2	**Personal safety & hazards**	Broad safeguarding knowledge
Spiral 6	Autumn 2	**"Power, Control, and Abuse"**	Domestic abuse, controlling behaviour, early warning signs
Spiral 6	Spring 2	**"How to Report"**	999, Childline, trusted networks, school policies

Contextual Safeguarding Mapping – High Grange PSHE RSE (KS1 & KS2)				
Theme	Spiral	Term	Lesson Titles	Contextual Safeguarding Focus
Online Safety & Digital Risk	1	Spring 1	Online world, Online safety	Basic e-safety, respectful use
Online Safety & Digital Risk	2	Spring 2	What is the internet? Personal Data, Online safety, Online information	Online risks, data protection
Online Safety & Digital Risk	3	Summer 2	E-safety, Age-appropriate content	Digital boundaries and media literacy
Online Safety & Digital Risk	4	Spring 1/2	Communicating online, Harmful content/contact, Fake images, Digital footprint	Grooming, harmful interactions, image manipulation
Online Safety & Digital Risk	5	Autumn 1 / Spring 1	Internet & screentime, Age restrictions, Online behaviour & risks, Online gaming danger	Exposure to inappropriate content, stranger danger
Online Safety & Digital Risk	6	Summer 1	Social media, Online privacy & data	Social networking risks, digital reputation
Personal Safety, Risk & Abuse	1	Summer 1	My body belongs to me, Asking for permission	Consent and bodily autonomy

Personal Safety, Risk & Abuse	2	Summer 1	Safety and risk, Safety at home, Road safety, Accidents and emergencies	Everyday safety and emergency awareness
Personal Safety, Risk & Abuse	3	Spring 2	Personal safety & risk, Fire safety	Hazard awareness
Personal Safety, Risk & Abuse	4	Spring 1	Preventing bullying, Hurtful behaviour, and Secrets	Secrecy in grooming, harmful behaviour
Personal Safety, Risk & Abuse	5	Spring 1	Stranger danger	Protection from external threats
Personal Safety, Risk & Abuse	6	Spring 2 / Summer 2	Cyberbullying and harassment, Consent, Sexual harassment, FGM, Personal safety & hazards	Explicit safeguarding topics including exploitation
Relationships, Boundaries & Consent	3	Summer 1	Seeking permission, Privacy and boundaries, Friendship boundaries	Understanding appropriate interaction
Relationships, Boundaries & Consent	6	Summer 1	Consent, Sexual harassment	Protection in relationships
Emotional Health & Help-Seeking	5	Summer 2	Peer pressure, Bullying and hurtful behaviour	Understanding manipulation and where to seek help
Emotional Health & Help-Seeking	6	Spring 1	Help & advice	Knowing how and where to get support
Emotional Health & Help-Seeking	6	Spring 2	FGM/ Hormones and emotions	Recognising abusive dynamics

High Grange School Safeguarding Curriculum Map Key Stage 3, 4 and 5

PSHE/RSE Safeguarding Supports the ways in which PSHE education can contribute to High Grange School's safeguarding duties, through which pupils learn how to keep themselves and others safe.

Safeguarding at High Grange School is more than simply keeping pupils safe in school. Pupils are vulnerable if we do not do everything, we can equip them to keep themselves safe in school, outside school and in the future. Th comprehensive PSHE/ RSE programme of study form key stage 1 to 5 allows for pupils to learn how to keep themselves and others safe. Topic areas are built on in depth and revisited throughout a pupil's time at Highgrange allowing for learning to be develop and skills and knowledge to gain depth and understanding.

PSHE and RSE education lessons provide the best context for this learning, as part of a whole school approach and can contribute to safeguarding by:
- Teaching pupils about healthy relationships and helping them recognise unhealthy relationships
- Helping pupils recognise inappropriate behaviour towards them or others and to access help
- Raising pupils' awareness of abuse, gender-related and gang violence
- Addressing gender stereotypes and challenging the negative attitudes which lead to violence and abuse
- Teaching the language, skills and strategies that enable pupils to tackle and mitigate risks to their (or others') physical or emotional safety, including bullying, unhealthy

relationships, sexual exploitation, gangs, radicalisation, drug and alcohol use and other risky behaviours

- Teaching the knowledge, understanding and skills pupils need to keep safe online
- Broadening pupils' understanding of concepts such as consent, equality, discrimination, power and exploitation as part of a broader curriculum
- Helping pupils to support and seek help for friends who are in unsafe situations
- Helping pupils to see how their own behaviour can at times put others at risk.
- Supporting the development of personal attributes such as self-esteem, resilience and self-confidence and skills such as managing risk, decision making, emergency aid
- Drop down days that support safeguarding of pupils focusing on current needs of the pupils as identified in conjunction with safeguarding issues in school. Responsive education around safeguarding on local trends, both in different local areas and online.
- Identification of issues highlighted in government documentation and KCSiE documentation.

Topics covered are consistent in the planning form key stage 1 to 5 and a range of potential issues are covered -

- bullying, including cyberbullying and prejudice-based bullying
- racist, disability, and homophobic or transphobic abuse
- radicalisation and extremist behaviour – now including Incles and subcultures online that promote ideologies that can lead to violence.
- child sexual exploitation
- Child criminal exploitation
- Human trafficking
- Modern slavery
- Sexting
- Consent
- Relationships
- substance misuse
- gang activity and youth violence
- domestic violence, sexual exploitation, female genital mutilation, forced marriage
- Body Image and expectations
- Child on child abuse
- Sexual harassment
- Sexual Violence
- Pornography
- Physical and mental health
- Digital Criticality
- Online challenges featured on social media platforms such as TikTok
- Safe use of social media and the internet
- Making transitions at different stage of life safely
- Computing curriculum has a strong sense of safety on line

The Computing curriculum across key stage 3 – contextual safeguarding content-
Spiral 1
AT Self-Image and Identity
Networks from Semaphores to the Internet
SPR - Online Bullying
The Computing curriculum across key stage 3 – contextual safeguarding content-

Spiral 2
AT Online Relationships

The Computing curriculum across key stage 3 – contextual safeguarding content-
Spiral 3
AT Online reputation Cyber security.
SPR Health And Wellbeing and lifestyle
Key stage three end of key stage outcomes linked to contextual safeguarding
  o I can explain how identity online can be copied, modified or altered.
Self-Image and Identity
  o I can give examples of technology-specific forms of communication (e.g. emojis, memes and GIFs).
Online Relationships
  o I can explain how to search for information about others online
Online Reputation
  o I can describe how to find out information about others by searching online.
Online Reputation
  o I can explain ways that some of the information about anyone online could have been created, copied or shared by others.
Online Reputation
  o I can search for information about an individual online and summarise the information found.
Online Reputation
  o I can describe ways that information about anyone online can be used by others to make judgments about an individual and why these may be incorrect
Online Reputation
  o I can explain strategies anyone can use to protect their 'digital personality' and online reputation, including degrees of anonymity.
Online Reputation
  o I can describe appropriate ways to behave towards other people online and why this is important.
Online Bullying
  o I can give examples of how bullying behaviour could appear online and how someone can get support.
Online Bullying
  o I can describe ways people can be bullied through a range of media (e.g. image, video, text, chat).
Online Bullying
  o I can describe how to capture bullying content as evidence (e.g. screen-grab, URL, profile) to share with others who can help me.
Online Bullying
  o I can describe simple strategies for creating and keeping passwords private.
Privacy and Security
  o I can give reasons why someone should only share information with people they choose to and can trust. I can explain that if they are not sure or feel pressured then they should tell a trusted adult.
Privacy and Security
  o I can describe how connected devices can collect and share anyone's information with others.
Privacy and Security
  o I can describe strategies for keeping personal information private, depending on context.
Privacy and Security
  o I can explain what a strong password is and demonstrate how to create one.
Privacy and Security
  o I can explain how many free apps or services may read and share private information (e.g. friends, contacts, likes, images, videos, voice, messages, geolocation) with others.
Privacy and Security
  o I can describe effective ways people can manage passwords (e.g. storing them securely or saving them in the browser).
Privacy and Security

o I can explain what to do if a password is shared, lost or stolen.
Privacy and Security
  o I can describe how and why people should keep their software and apps up to date, e.g. auto updates.
Privacy and Security
  o I can describe simple ways to increase privacy on apps and services that provide privacy settings.
Privacy and Security
  o I can demonstrate the use of search tools to find and access online content which can be reused by others.
Managing Online Information
  o I can explain the benefits and limitations of using different types of search technologies e.g. voice-activation search engine. I can explain how some technology can limit the information I am presented with.

Key stage 4 and 5 outcomes end of qualification linked to Contextual Safeguarding-

  o I am aware that a person's online activity, history or profile 'digital personality') will affect the type of information returned to them in a search & how this may be intended to influence their beliefs, actions & choices.
Self-Image and Identity
  o I can describe some of the pressures that people can feel when they are using social media (e.g. peer pressure, a desire for peer approval, comparing themselves or their lives to others, 'FOMO').
Self-Image and Identity
  o I can explain how any images and videos can be digitally manipulated (e.g. using filters, cropping, deep fake technology).
Self-Image and Identity
  o I can explain how the information online services hold about someone forms part of their 'online identity' and how this differs from their digital personality.
Online Reputation
  o I can explain how cruelty and unpleasant comments can escalate quickly online.
Online Bullying
  o I can explain why someone should use a strong and separate password for their email account, as the gateway to other online accounts.
Privacy and Security
  o I can explain the terms 'connectivity' and the 'Internet of things'.
Privacy and Security
  o I understand the benefits of two factor authentication and use it where available.
Privacy and Security
  o I can explain why backing up data is important and how this can be done.
Privacy and Security
  o I can explain what malware is and give some examples of how it operates and what the impact could be on a device or user (e.g. viruses, trojans, ransomware).
Privacy and Security
  o I can explain what cookies are and can give examples of how my online browsing can be tracked and used by others (e.g. adware).
Privacy and Security
  o I can demonstrate ways in which someone can change their browser settings to make their online browsing more secure (e.g. cookie permissions, do-not-track-me, password storage, incognito).
Privacy and Security
  o I can explain how the security of devices connected to the internet may be compromised e.g. webcams, monitors, phones or toys. I can demonstrate actions people can take to minimise such compromise (e.g. covering cameras on computers when not in use).
Privacy and Security
  o I can identify choices and demonstrate strategies to control the personal data online services hold.
Privacy and Security

Privacy and Security
- o I can explain why using various additional tools can refine my searches more effectively (e.g. search filters: size, type, usage rights etc.).

Managing Online Information
- o I can refine search phrases with additional functions (e.g. +, AND, " ", NOT, * wildcard).

Managing Online Information
- o I can explain how search engine rankings are returned and can explain how they can be influenced (e.g. commerce, sponsored results). I can use a range of features to quality assure the content I access online (e.g. hits, likes, comments).

Managing Online Information
- o I can analyse and evaluate the reliability and validity of online information based on content as well as appearance.

Spiral 1 KS3 ↓ Diversity, prejudice, and bullying ↓ Healthy routines, influences on health, puberty, unwanted contact, ↓ Self-worth, romance and friendships (including online) and relationship boundaries.	Spiral 2 KS3 ↓ Alcohol and drug misuse and pressures relating to drug use. Smoking ↓ Discrimination in all its forms, including racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia, and transphobia. ↓ Mental health and emotional wellbeing, including body image and coping strategies. Wellbeing and mindfulness ↓ Gender identity, sexual orientation, consent, sexting,' and an introduction to contraception ↓ Online safety, digital literacy, media reliability, and gambling hooks
Spiral 3 KS3 ↓ Healthy and unhealthy friendships, assertiveness, substance misuse, and gang exploitation ↓ Families and parenting, healthy relationships, conflict resolution, and relationship changes ↓ Diet, exercise, lifestyle balance, and healthy choices, and first aid. ↓ Relationships and sex education including consent, contraception, the risks of STIs, and attitudes to pornography. ↓ FGM	Spiral 1 KS4 ↓ Mental health and ill health, stigma, safeguarding health, including during periods of transition or change. ↓ Relationships and sex expectations, myths, pleasure, and challenges, including the impact of the media and pornography. ↓ The influence and impact of drugs, gangs, role models, and the media ↓ Communities, belonging and challenging extremism. ↓ County lines ↓ FGM ↓ Sextortion ↓ AI altered pictures
Spiral 2 KS4 ↓ Self-efficacy, stress management, and future opportunities ↓ Personal values, assertive communication (including in relation to contraception and sexual health), relationship challenges and abuse. ↓ Sexual Harassment ↓ Self-efficacy, stress management, and future opportunities ↓ Responsible health choices, and safety in independent contexts ↓ First aid Cancer awareness and checks ↓ Different families and parental responsibilities, pregnancy, marriage and	Spiral 1 KS5 ↓ Mental health and emotional wellbeing Managing stress Body image. ↓ Living in a diverse society. Challenging prejudice and discrimination ↓ Consent ↓ Assertive communication ↓ Positive relationships and recognising abuse. ↓ Strategies for managing dangerous situations or relationships. ↓ Independence and keeping safe. ↓ Travel ↓ First aid ↓ The impact of substance use ↓ Sextortion ↓ AI altered pictures.

forced marriage and changing relationships FGM, fertility, routes to parenthood. ＋ Topic in the news ＋ Fundamental British values	thy coping strategies
Spiral 2 KS5 ＋ Responsible health choices ＋ Managing change ＋ Health and wellbeing, including sexual health, into adulthood ＋ Personal values, including in relation to contraception and sexual health. ＋ Fertility ＋ Pregnancy ＋ New friendships and relationships, including in the workplace. ＋ Personal safety ＋ Intimacy ＋ Conflict resolution ＋ Relationship changes	Year 14 Repeat SG areas of concern or look at areas needed to keep safe for when moving on.