



# The Grange School

## Child Protection Policy

September 2025

Applies to:	Staff, Parents/Carers, Governors and Students
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### Document Control

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# The Grange School

## Child Protection Policy

**Policy Date: September 2025**

**Review Date: September 2026**

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## 1. Contacts

### School contacts

<b>Headteacher</b>	Mr V Murray – <a href="mailto:vmurray@grange.bucks.sch.uk">vmurray@grange.bucks.sch.uk</a> - 01296 390914
<b>Designated Safeguarding Lead (DSL)</b>	Mr N Golding – <a href="mailto:ngolding@grange.bucks.sch.uk">ngolding@grange.bucks.sch.uk</a> – 01296 390903
<b>Deputy Designated Safeguarding Lead(s)</b>	Mrs S Jackosn – <a href="mailto:sjackson@grange.bucks.sch.uk">sjackson@grange.bucks.sch.uk</a> - 01296 390983 Mrs A Round – <a href="mailto:around@grange.bucks.sch.uk">around@grange.bucks.sch.uk</a> – 01296 390951 Mrs K Green – <a href="mailto:kreen@grange.bucks.sch.uk">kreen@grange.bucks.sch.uk</a> – 01296 390966
<b>Designated Teacher for Children Looked After (DT for CLA)</b>	Mrs S Jackson – <a href="mailto:sjackson@grange.bucks.sch.uk">sjackson@grange.bucks.sch.uk</a> – 01296 390983
<b>Mental Health Lead</b>	Mrs S Jackson – <a href="mailto:sjackson@grange.bucks.sch.uk">sjackson@grange.bucks.sch.uk</a> – 01296 390983
<b>Prevent Lead</b>	Mr N Golding – <a href="mailto:ngolding@grange.bucks.sch.uk">ngolding@grange.bucks.sch.uk</a> – 01296 390903
<b>Nominated Safeguarding Governor</b>	Miss N Ellis <a href="mailto:nellis@grange.bucks.sch.uk">nellis@grange.bucks.sch.uk</a>
<b>Chair of Governors</b>	Mrs Zena Sutcliffe <a href="mailto:zsutcliffe@grange.bucks.sch.uk">zsutcliffe@grange.bucks.sch.uk</a>

### Contacts in County

<b>Education Safeguarding Advisory Service</b> ESAS offers support to education providers to assist them to deliver effectively on all aspects of their safeguarding responsibilities.	01296 387981  <a href="mailto:Secure-esasduty@buckinghamshire.gov.uk">Secure-esasduty@buckinghamshire.gov.uk</a>
<b>First Response Team (including Early Help, Channel)</b>	01296 383962

<p>The First Response Team process all new referrals to social care, including children with disabilities. Referrals are assessed by the team to check the seriousness and urgency of the concerns and whether Section 17 and/or Section 47 of the Children Act 1989 apply. The First Response Team will ensure that the referral reaches the appropriate team for assistance in a quick and efficient manner.</p>	<p>Out of hours 0800 999 7677</p> <p><a href="mailto:Secure-cyp.firstresponse@buckinghamshire.gov.uk">Secure-cyp.firstresponse@buckinghamshire.gov.uk</a></p>
<p><b>Local Authority Designated Officer (LADO)</b> The Buckinghamshire Local Authority Designated Officer (LADO) is responsible for overseeing the management of all allegations against people in a position of trust who work with children in Buckinghamshire on either a paid or voluntary basis</p>	<p>01296 382070</p> <p><a href="mailto:Secure-lado@buckinghamshire.gov.uk">Secure-lado@buckinghamshire.gov.uk</a></p>
<p><a href="#">Bucks Family Information Service</a> Information for families on a range of issues including childcare, finances, parenting and education</p>	<p>01296 383293</p>
<p><a href="#">Buckinghamshire Safeguarding Children Partnership (BSCP)</a> Procedures, policies and practice guidelines</p>	
<p><a href="#">Schools Web</a> School bulletin, Safeguarding links, A-Z guide to information and services</p>	
<p><b>Thames Valley Police</b></p>	<p>101 (999 in case of emergency)</p>

This policy should be read in conjunction with the following policies:

- Anti-bullying
- Attendance
- Behaviour
- Children Looked After
- Complaints
- Equalities
- GDPR
- Lettings
- SEN/Inclusion
- Health & Safety (including managing children with medical needs) & First Aid
- Photography
- E-Safety (including use of mobile / electronic devices)

- Staff Code of Conduct
- PSHCE - to include RE & RSE
- Visitors
- Whistleblowing
- Safer Recruitment
- Mobile Phone
- Record Keeping

## Definitions

Safeguarding and promoting the welfare of children is defined defined for the purpose of this policy as:

- Providing help and support to meet the needs of children as soon as problems emerge
- Protecting children from maltreatment, whether that is in or outside the family home, including online
- Preventing impairment of children’s mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Promoting the upbringing of children with their birth parents, or otherwise their family network through a kinship care agreement, whenever possible and where this lies in the best interests of the children
- Taking action to enable all children to have the best outcomes in line with outcomes set out in the Children’s Social Care National Framework..

Child protection is part of safeguarding and promoting the welfare of children and is defined for the purpose of this guidance as activity that is undertaken to protect specific children who are suspected to be suffering, or likely to suffer, significant harm. This includes harm that occurs inside or outside the home, including online. (Working together December 2023)

Abuse is a form of maltreatment of a child and may involve inflicting harm or failing to act to prevent harm. Further information regarding the categories of abuse can be found in the appendix to this document.

Children includes everyone under the age of 18

## 2. Introduction

This policy has been developed in accordance with the following legislation and guidance: **Children Acts 1989 amended 2004**; and in line with the following:

- “Working Together to Safeguard Children” - [Working Together To Safeguard Children July 2018 \(amended 2020\)](#)
- [“Keeping Children Safe in Education”](#)- statutory guidance for schools and further education colleges – September 2024
- Information Sharing Guidance for Safeguarding Practitioners [Information Sharing Guidance](#)

- Children Missing Education; Statutory Guidance for Local Authorities - Sept 2016 [Children missing education - GOV.UK](#)
- Statutory Guidance issued under section 29 of the Counter-Terrorism and Security Act - 2023 [Prevent Duty Guidance](#)
- The Equality Act - 2010 [Equality Act 2010: guidance - GOV.UK](#)
- The United Nations Convention on the Rights of the Child (UNCRC) [United Nations Convention on the Rights of the Child](#)
- What to do if you're worried a child is being abused - March 2015 [What to do if you are worried a child is being abused](#)
- Statutory Guidance on FGM and multi-agency statutory guidance on FGM. [Multi-agency Statutory Guidance on Female Genital Mutilation](#)

Clear governance and leadership is central to embedding a safeguarding culture. The Governing Body takes its responsibility seriously under **section 175 of the Education Act 2002** to safeguard and promote the welfare of children; working together with other agencies to ensure effective and robust arrangements are in place within our school to identify and support those children who are suffering harm or whom may be at risk of harm.

Maintained schools and pupil referral units insert:

- Section 175 of the [Education Act 2002](#), places a duty on schools and local authorities to safeguard and promote the welfare of pupils

Academies, including free schools, and independent schools insert:

- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school.

Non-maintained special schools insert:

- Part 1 of the schedule to the [Non-Maintained Special Schools \(England\) Regulations 2015](#), which places a duty on non-maintained special schools to safeguard and promote the welfare of pupils at the school.

Governors will ensure all staff at the school have read and understood their responsibilities pertaining to **Part 1, Part 5 and Annexe B of Keeping Children Safe in Education**.

All staff are required to read and adhere to the **Staff Code of Conduct**

Every member of the school community is responsible for contributing to a positive culture of safeguarding.

The school recognises that as well as risks to the welfare of children from within their families, children may be vulnerable to abuse or exploitation from outside their homes, including online and from other children. Staff must remain vigilant and alert to these potential risks.

### **The aims of this policy are:**

To provide an environment in which children feel safe, secure, valued and respected.

To support students' development in ways that will foster security, confidence and resilience, free from discrimination.

- are aware of the need to safeguard and promote the wellbeing of children
- identify the need for support early to promote well-being
- promptly report cases of actual or suspected abuse, in line with guidance from the Buckinghamshire continuum of need
- are trained to recognise signs and indicators of potential abuse

To provide a systematic means of monitoring children known to be or thought to be at risk of harm and ensure contribution to assessments of need and support plans for those children.

To ensure The Grange School has a clear system for communicating concerns and a model for open communication between children, teachers, parents/carers and other adults working with children.

To ensure the school has robust systems in place to accurately record safeguarding and child protection concerns. To develop effective working relationships with all other agencies involved in safeguarding, supporting the needs of children at our school.

To ensure that all staff appointed have been through the safer recruitment process and understand the principles of safer working practices as set out in our **Staff Code of Conduct**.

To ensure that all staff understand the processes in place to manage an allegation against a staff member, governor or volunteer.

To ensure that any community users of our facilities have due regard to expectations of how they should maintain a safe environment, which supports children's wellbeing.

This policy is published on our website, <https://www.grange.bucks.sch.uk/about-us/school-policies> and hard copies are available from the school office.

### **3. Responsibilities**

All staff, supply staff, visitors, governors, contractors and volunteers understand safeguarding children is **everyone's responsibility** and that they must be diligent to help secure children's safety and wellbeing. Any person who receives a disclosure of abuse, an allegation or suspects that abuse may have occurred will report it immediately to Mr N Golding or, in their absence, to Mrs A Round, Mrs S Jackson or Mrs E Pomery. In the absence of any of the above, concerns will be brought to the attention of the most senior member of staff on site. Staff understand that if there is an immediate risk of harm then the police or First Response will be called directly and the DSL will be updated at the earliest opportunity (see the referral procedure in sections 4 and 7, and allegations against staff in section 10). When adults have a concern for a child, the school operates an e welfare

system through it's intranet for staff and also guidance within the leaflet given at entry to the school for visitors to the school.

Staff must maintain a good working knowledge of the Buckinghamshire Continuum of Need [The Continuum of Need - Buckinghamshire Safeguarding Partnership \(buckssafeguarding.org.uk\)](https://www.buckssafeguarding.org.uk) [Children](#) and any updates, how it can be used to safeguard and promote the wellbeing of students and how it should be used to inform decision making regarding a referral to First Response as soon as there is a significant concern.

Staff understand that the most common reason for children becoming looked after is as a result of abuse and/or neglect and that previously looked after children remain vulnerable. Staff have the skills, knowledge and understanding to keep both looked after children and previously looked after children safe. We also recognise that when a child has a social worker, it is an indicator that the child is more at risk than most students. This may mean that they more vulnerable to further harm, as well as facing educational barriers to attendance, learning, behaviour and poor mental health. We take these needs into account when making plans to support students who have a social worker.

Staff understand increased vulnerability and that barriers exist when recognising abuse and neglect for children. Consider the following groups who may have increased vulnerability:

- Young carers
- Children with SEND
- Children living with domestic abuse
- Children who are experiencing poor mental health
- Children whose parents suffer with poor mental health, including substance misuse
- Criminal exploitation, including sexual exploitation, radicalisation and gang involvement
- Look after children and previously look after children
- Children who have a social worker
- Privately fostered children
- Asylum seekers
- So-called Honour Based Violence, including FGM and forced marriage
- Children who frequently go missing or whose attendance is a concern
- Children who are part of the LGBTQ group or who are exploring gender identification
- Children who are at risk of discrimination due to faith and belief, race or ethnicity.
- Children who have English as an additional language (EAL)
- Children who are living in temporary accommodation

The Governing Body understands and fulfils its safeguarding responsibilities. It must:

Ensure that the Headteacher and (when not the Headteacher) the DSL create and maintain a strong, positive culture of safeguarding within the school.

Ensure that this policy reflects the unique features of the community we serve and the needs of the students attending our provision. This will be reviewed at least annually in line with changes to guidance and legislation.

Regularly monitor and evaluate the effectiveness of this Child Protection Policy. Appoint a Designated Safeguarding Lead (DSL), who is a member of the Senior Leadership Team (SLT) and has the required level of authority and also appoint at least one Deputy DSL. The roles and responsibilities of the DSL and Deputy DSL are made explicit in those post-holders' job descriptions. If not the DSL, the Headteacher still maintains overall responsibility for safeguarding and child protection within the school.

Recognise the importance of the role of the DSL, ensuring they have sufficient time, training, skills and resources to be effective. Refresher training must be attended every 2 years, in addition knowledge and skills must be refreshed at regular intervals, at least annually.

Ensure that all staff complete safeguarding training to include their roles and responsibilities with regard to the school IT system's online filtering and monitoring.

Ensure measures are in place for the governing body to have oversight of how the school's delivery against its safeguarding responsibilities are exercised and evidenced, to include reviewing online filtering and monitoring on a regular basis. Ensure robust structures are in place to challenge the Headteacher where there are any identified gaps in practice or procedures are not followed.

Recognise the vital contribution that the school can make in helping children to keep safe, through incorporation of safeguarding within the curriculum. This will also be taught through the PSHE curriculum and relevant issues through the Relationship Education (primary schools) or Relationship Sex Education (secondary schools, mandatory from Sept. 2020). Ensure that through curriculum content and delivery children in the school understand, at age and stage appropriate levels, safeguarding and how to keep themselves safe.

Ensure that school is following the statutory RSE guidance – [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/672222/Relationships_and_sex_education_-_RSE_and_health_education_-_GOV.UK.pdf)

Ensure safe and effective recruitment policies and disciplinary procedures are in place.

Ensure resources are allocated, as a priority, to meet the needs of students requiring child protection or early intervention.

Ensure the DSL completes an Annual Safeguarding Report for Governors, and a copy of this report is shared with the Education Safeguarding Advisory Service at Buckinghamshire Council.

It is the duty of the Chair of Governors, Mrs Z Sutcliffe, to liaise with relevant agencies if any allegations are made against the Headteacher. If there are concerns that issues are not

being progressed in an expedient manner, staff/students /parents/carers should escalate concerns to the Local Authority Designated Officer (LADO) via First Response.

The Governing body must ensure that procedures are in place to manage safeguarding concerns of allegations against staff, supply staff, governors, volunteers, visitors or contractors where they could pose a risk of harm to children. This must include those concerns that do not meet threshold (low level concerns) The guidance in Part four of [Keeping children safe in education \(publishing.service.gov.uk\)](https://www.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/67111/keeping-children-safe-in-education) must be followed if there were any such concerns.

The Governing Body must ensure that a named teacher is designated for Children Looked After and that an up to date list of children who are subject to a Care Order or are accommodated by the County Council is regularly reviewed and updated. The school must work with the Virtual Schools Team to support the educational attainment for those children who are Looked After.

The Governing Body must have assurance that any alternative provision attended by children on roll has appropriate safeguarding arrangements and child protection policies in place. The Governing Body must ensure that any children, at such a provision, are visited whilst they are attending, that the curriculum is appropriate to the needs of the child and that attendance is monitored daily.

Any outside agencies providing services or activities to the school have provided assurances that they have safeguarding policies and procedures in place.

The governing body has a statutory duty to appoint a Nominated Governor for Child Protection. The Nominated Governor must be familiar with [Buckinghamshire Safeguarding Children Partnership](https://www.buckinghamshire.gov.uk/child-protection) procedures, Local Authority procedures and guidance issued by the Department for Education. The Nominated Governor must:

Work with the DSL to produce the Child Protection Policy annually.

Undertake appropriate safeguarding training, to include Prevent and Safer Recruitment Training.

Ensure child protection is regularly discussed at Governing Body meetings

Meet at least termly with the DSL to review and monitor the school's delivery on its safeguarding responsibilities and to review the Single Central Record and complete an audit of the staff files.

Ensure that filtering and monitoring systems are in place and take part in the review.

Take responsibility to ensure that the school is meeting the OFSTED requirements as set out in the inspection guidance:

[Education inspection framework \(EIF\) - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/67111/keeping-children-safe-in-education)

All governors must complete safeguarding training on appointment, to also include Prevent training. This training must be regularly updated in line with national or local guidance.

The Governing board must ensure that relevant staff have due regard to the relevant data protection principles set out in the Data Protection Act 2018 and the GDPR, which allow them to share or withhold personal information when it is necessary to safeguard any child.

## **We have a Designated Safeguarding Lead (DSL) who is responsible for:**

- Creating a culture of safeguarding within the school, where children are protected from harm.
- Ensuring all staff receive an effective induction and ongoing training to support them to recognise and report any concerns.

Ensuring children receive the right help at the right time using the Buckinghamshire Continuum of Need document.

Ensuring referrals to partner agencies, are followed up in writing, including referrals to First Response and Early Help (FSS).

- Establishing and maintaining a safe and secure system for recording safeguarding and child protection records. These records must be audited regularly to ensure all actions are completed.
- Ensuring all child protection files are held separately from pupils' educational records.
- Maintaining the record for staff safeguarding training.
- Ensuring that the safeguarding team contact details and photos are displayed in prominent areas around the school and also on the website.
- Being the designated point of contact for staff to be able to discuss and share their concerns.
- Ensuring the online filtering and monitoring system is reviewed regularly, at least annually.
- Being available to staff and outside agencies during school hours and term time for consultation on safeguarding concerns raised.
- Having responsibility to ensure that cover is arranged outside of term-time during working hours, with the expectation that all meetings in school holidays are attended including those convened at short notice.
- During residential and extended school hours, ensuring arrangements are in place for staff to have a point of contact.
- Contributing effectively to multiagency working, for the safeguarding and promotion of the welfare of children, as set out in Working Together.
- Providing the Headteacher (if the Headteacher is not the DSL), with an annual report for the Governing Body, detailing how school delivers on its safeguarding responsibilities and any child protection issues within the school. The Governing Body will use this report to fulfil its responsibility to provide the Local Authority with information about their safeguarding policies and procedures.
- Meeting at least once a term with the Nominated Governor to share oversight of the safeguarding provision within the setting, monitor performance and develop plans to rectify any gaps in policy or procedure. A record will be kept of these meetings. Providing the Headteacher (if DSL is not Headteacher) with up to date information of any issues.
- Meeting the statutory requirement to keep up to date with knowledge, enabling them to fulfil their role, including attending mandatory and any other additional relevant training.
- Referring immediately to the Police, using the guidance, When to call the police [NPCC Guidance](#) for any cases where a criminal offence may have been committed or risk of harm is imminent.

- Completing DSL refresher training every 2 years and updating their skills and knowledge on a regular basis and at least annually, through means such as training, reading bulletins or attending DSL forums.
- To fulfil the DSL responsibilities as set out in the KCSIE, Annexe C.

The school's **Headteacher** is responsible for:

- Ensuring that this policy is updated annually or before to reflect any changes to guidance and/or legislation.
- Ensuring that this policy is published on the school website.
- Recording, reviewing and making decisions on any low-level concerns, may be in conjunction with the DSL.
- Liaising with the LADO in the event of an allegation being made against a member of the staff, volunteer or an organisation using the school premises.
- Liaising with the DSL to ensure they have appropriate time, funding, training and resources to fulfil their role.
- Ensuring that appropriate cover is in place to attend strategy meetings or CP conferences that take place during the school holidays or in the event that the DSL is absent.
- Ensuring that a designated 'Appropriate Adult' is in place in order to support children in line with the Police and Criminal Evidence (PACE) act, [PACE Code C 2023 \(accessible\) - GOV.UK \(www.gov.uk\)](#) which advises that "The role of the appropriate adult (AA) is to safeguard the rights, entitlements and welfare of juveniles and vulnerable persons", with there being further elaboration that the AA is expected to observe that the police are acting properly and fairly in relation to a vulnerable detained persons rights and entitlements, as well as helping the detained person understand their rights. This can also be found as part the school's Searching and Screening Policy.

#### 4. Procedures

We will ensure:

Our school procedures for all staff, supply staff, governors, volunteers, visitors and contractors in safeguarding and protecting children from harm are in line with Buckinghamshire Council and [Buckinghamshire Safeguarding Children Partnership](#) safeguarding procedures, "**Working Together to Safeguard Children**" [Working Together to Safeguard Children 2018](#), "**Keeping Children Safe in Education 2024**" [Keeping children safe in education 2024 \(publishing.service.gov.uk\)](#) and statutory guidance issued under section 29 of the **Counter-Terrorism and Security Act 2023** [Revised Prevent duty guidance: for England and Wales - GOV.UK \(www.gov.uk\)](#).

All adults (including supply teachers and volunteers) new to our school are made aware of the school's policy and procedures for child protection, the name and contact details of the DSL, their role and responsibilities under "**Keeping Children Safe in Education 2024**" They will have these explained, as part of their induction into the school.

Visitors must be :

- Clearly identified with visitor/contractor passes.
- Met and directed by school staff/representatives.
- Signed in and out of the school by school staff.
- Given a safeguarding leaflet to read and directed to posters, informing them of how to report a concern
- Given restricted access to only specific areas of the school, as appropriate.
- Escorted by a member of staff/representative as required.
- Given access to students restricted to the purpose of their visit.

All members of staff must complete regular safeguarding training, attend regular refresher training and partake in any training opportunities arranged or delivered by the DSL. Updates must be cascaded to all staff throughout the year, at a minimum of once a year, including the schools filtering and monitoring system.

All staff will read the Child protection policy, part 1 and part 5 of the KCSIE at least annually, will sign a declaration to show that the guidance has been reviewed and they have a clear understanding of their role.

All parents/carers must be made aware of the school's responsibilities in regard to child protection procedures through this policy, which is available on our website. Hard copies are also available from the school office.

All staff must follow the reporting procedures as follows when reporting any child protection concerns:

- Staff must ensure the child is in a safe place and in receipt of support;
- Staff must initially make a verbal report to the DSL to alert them to the safeguarding/child protection concern;
- Staff must make a written report using the school record keeping process;
- All concern forms are located on the school intranet and paper copies are available in key points around the school for staff who do not have immediate ICT access. E welfare forms are triaged throughout the day and relevant safeguarding staff are alerted to concerns in a timely manner.
- Staff must ensure the time and date of the incident is recorded;
- A factual account of the incident must be recorded, including who was involved, what was said/seen/heard, where the incident took place and any actual words or phrases used by the child;
- Use a body map to record any injuries seen or reported by the child;
- Staff must sign and date the report giving details of their role within school if using the paper version.
- The DSL must record when the report was passed to them and what action was taken alongside any outcomes achieved. This is monitored through the CPOMS system in school.
- The DSL must ensure the child's wishes and feelings are taken into consideration when deciding on next steps.

Through our **Attendance Policy**, we have a robust system for monitoring attendance which is in line with the latest national attendance guidance, and will act to address absenteeism (including unexplained absence and / or persistent absence) with parents/carers and students promptly and identify any safeguarding issues arising. We involve the Local Authority attendance team at appropriate stages. All first day absence is challenged by text or phone call if we are not notified of absence, followed up during the day by pastoral or safeguarding staff.

All children attending our school are required to have a minimum of two identified emergency contacts.

Any pupil whose absence is causing concern and where it has not been possible to make contact with a parent/carer, will be reported as a Child Missing in Education (CME) using the **Buckinghamshire CME Protocol**. Any absence, of a pupil who is currently subject to a child protection or child in need plan is immediately referred to their social worker.

The Grange School has a mandatory duty to inform the Local Authority, via the First Response Team, if they become aware that a child under the age of 16 years is living with someone other than their parent, step-parent, aunt, uncle or grandparent for a period of more than 28 days. This is defined as being a private fostering arrangement.

All staff, parents/carers and children are made aware of the school's complaints and escalation processes, which can be activated in the event of concerns not being resolved after the first point of contact.

Our lettings policy reflects the ongoing responsibility the school has for safeguarding those using the site outside of normal school hours, ensuring the suitability of adults working with children on school sites at any time. School must have sight of the up-to-date **Child Protection Policy** of any organisation hiring the school's facilities.

The school operates **Safer Recruitment** practices. Governors ensure that staff who are involved in the recruitment process have received safer recruitment training. Robust procedures are in place in order to prevent and deter people who are unsuitable to work with children, from applying or being employed by the school.

Allegations against members of staff, supply staff, governors, including volunteers and contractors are referred to the Local Authority Designated Officer (LADO).

Our procedures are reviewed and updated annually as a minimum, or as there are changes to legislation.

Students are encouraged to share any concerns or worries with staff and are regularly reminded about this as part of the curriculum, assemblies and tutor time. Similarly students are signposted to the school's student support services within Stapleton House and can access remote support via the school's website and this is also shared with students in assemblies.

## **5. Record Keeping and Retention of Records**

When a disclosure of abuse or an allegation against a member of staff or volunteer has been made, our school must have a record of this. These records are maintained in a way that is confidential and secure, in accordance with our **Record Keeping Policy** and **Data Protection Legislation**.

Records should include:

- A clear and comprehensive summary of the concern
- A clear, detailed and robust chronology must be maintained
- Details of how the concern was followed up and resolved
- A note taken of any action taken, decisions and the outcome

There is a statutory requirement for our school to pass any child protection records to the pupil's next school. This must take place within 5 days of the 1<sup>st</sup> day of term or within 5 days of an in-year transfer. There must be an auditable system in place to evidence this has taken place. Safeguarding records will be sent separately from the general files using a secure method. No records should be maintained within the school once the files have been transferred.

The last statutory school maintains child protection files until a student reaches the age of 25 years, therefore if the transfer school is unknown, or a student is going to be electively home educated, any child protection files will remain at our school in a secure location. Child protection files will only be destroyed when the student reaches their 25th birthday.

We have a robust system for reviewing our archived information held. Our files are stored and disposed of in line with GDPR protocols.

## **6. Alternative Provision**

When a child is accessing an alternative provision, the school remains responsible for the safeguarding of that child. It will ensure that the provision has secure and robust safeguarding arrangements in place. A member of staff, from school, will visit the provision and meet the child to hear their voice termly.

The Grange School will obtain written information from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at their establishment (i.e. those checks that schools would otherwise perform on their own staff).

The Grange School will always know where a child is based during school hours. This includes having records of the address of the alternative provider and any subcontracted provision or satellite sites the child may attend. We will regularly review the alternative provision placements.

Alternative Provision DFE statutory guidance

[Alternative provision - GOV.UK](#)

and

Education for children with health needs who cannot attend school - GOV.UK  
([www.gov.uk](http://www.gov.uk)) – DFE statutory guidance.

[Education for children with health needs who cannot attend school](#)

## 7. Confidentiality

We recognise that all matters relating to child protection are confidential.

The Headteacher or Designated Safeguarding Lead must only disclose personal information about a student to other members of staff on a need-to-know basis.

Staff must not keep duplicate or personal records of child protection concerns. All information must be reported to the Designated Safeguarding Lead and securely stored in the designated location within the school, separate from the student records.

All staff are aware they cannot promise a child to keep secrets which might compromise the child's safety or well-being or that of another as they have a duty to share. Staff must, however, reassure the child that information will only be shared with those people who will be able to help them and therefore need to know.

We will always undertake to share our intention to refer a child to Social Care (First Response) with their parent/carer's consent, unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, we will consult with First Response on this point. We recognise that GDPR must not be a barrier for sharing information regarding safeguarding concerns.

Gov guidance link:

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

## 8. Recognising Abuse, neglect and exploitation

In the event of a child disclosing abuse staff must:

Refer to the following guidance:

**“What to do if You're Worried a Child is Being Abused”** [Stat guidance template \(publishing.service.gov.uk\)](#)

Listen to the child, allowing the child to tell you what has happened in their own way and at their own pace. Staff must not interrupt a child who is freely recalling significant events. Remain calm. Be reassuring and supportive, endeavouring not to respond emotionally.

Do not ask leading questions. Staff are reminded to ask questions only when seeking clarification about something the child may have said or to gain sufficient information to know that this is a safeguarding concern. Staff are trained to use TED; Tell, Explain, Describe.

Make an accurate record of what they have seen/heard using the school's record keeping processes, recording; times, dates or locations mentioned, using as many words and expressions used by the child, as possible. Staff must not substitute anatomically correct names for body part names used by the child.

Reassure the child that they did the right thing in telling someone.

Staff must explain to the child what will happen next and the need for the information to be shared with the DSL.

In the unlikely event the DSL and the deputy DSL are not available, staff are aware they must share their concerns with the most senior member of staff.

**If there is immediate risk of harm to a child, staff will NOT DELAY and will ring 999.**

The child will be monitored/accompanied at all times following a disclosure, until a plan is agreed as to how best they can be safeguarded.

The reporting system for children is in place and shared with students termly through assembly and via the 'Student Help' button on the school website.

Following a report of concerns the DSL must:

Decide whether there are sufficient grounds for suspecting significant harm, in which case a referral must be made to First Response and the police if it is appropriate, referring to the guidance, When to call the police, [2491596 C&YP schools guides.indd \(npcc.police.uk\)](https://www.npcc.police.uk) The rationale for this decision should be recorded by the DSL.

School should try to discuss any concerns about a child's welfare with parents/carers and, where possible, obtain consent before making a referral to First Response. However, in accordance with DfE guidance, this should only be done when it will not place the child at increased risk or could impact a police investigation. Where there are doubts or reservations about involving the child's family, the DSL should clarify with First Response or the police whether the parents/carers should be told about the referral and, if so, when and by whom. This is important in cases where the police may need to conduct a criminal investigation. The child's views should also be taken into account.

If there are grounds to suspect a child is suffering or is likely to suffer significant harm, the DSL (or Deputy) must contact First Response by telephone immediately, in first instance and then complete the Multi Agency Referral Form (MARF).

If the child is in immediate danger and urgent protective action is required, the police must be called via 999. The DSL must then notify First Response of the occurrence and what action has been taken and to take advice about informing parents/carers.

If a child needs urgent medical attention, the DSL (or Deputy) should call an ambulance via 999. DSL to contact First Response; advice to be sought from First Response about informing parents/carers.

## **9. Multi-agency working**

The Grange School know what the role of schools is, as a relevant agency, within the three safeguarding partner arrangements and as required, will contribute to multi-agency working, in line with the statutory guidance 'Working Together to Safeguard Children'.

When named as a relevant agency and involved in safeguarding arrangements, the school will co-operate alongside other agencies with the published arrangements.

The Grange School will contribute to inter-agency plans to offer children support of early help and those children supported through child protection plans.

The Grange School will allow access for and work with children's social care to conduct or consider whether to conduct as section 17 or section 47 assessment.

If, following a referral, the situation is not improving for the child, the DSL or deputy DSL will follow the escalation process.

## **10. Supporting Staff**

We recognise that staff becoming involved with a child who has suffered harm, or appears to be likely to suffer harm, could find the situation stressful and upsetting.

We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support if necessary. This could be provided by the Headteacher or another trusted colleague, Occupational Health, and/or a representative of a professional body, Employee Assistance Programme or trade union, as appropriate.

## **11. Safer Recruitment**

The Grange School follows the guidance set out in Keeping Children Safe in Education 2024 together with the information provided by the Bucks Safeguarding Children Partnership to ensure that all appropriate checks have been carried out on new staff and volunteers.

[Safer Employment & the LADO \(Allegations\) - Buckinghamshire Safeguarding Children Partnership \(buckssafeguarding.org.uk\)](https://www.buckssafeguarding.org.uk)

## **12. Allegations against staff, supply staff, volunteers and contractors (including Governors)**

Here at The Grange School, we have our own procedures for managing concerns and/or allegations against those working in school to include staff, supply teacher, volunteers and contractors.

KCSIE - Part four contains comprehensive guidance covering the two levels of allegations/concern:

1. allegations that may meet the harms threshold
2. Allegations/concerns that do not meet the harms threshold - referred to for the purpose of this guidance as 'low level concerns'.

All school staff, supply staff, volunteers and contractors must take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents/carers to be conducted in view of other adults.

We understand that a pupil may make an allegation against a member of staff, member of supply staff, volunteer or contractor. If such an allegation is made, the member of staff notified of the allegation will immediately inform the Headteacher or the most senior teacher if the Headteacher is not present. If the allegation is made against the Headteacher, the Chair of Governors must be informed.

At The Grange, we recognise that an allegation may be made if a member of staff, a member of supply staff, a governor, a volunteer or a contractor has:

- 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
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children. This includes behaviours both inside and outside of school.

The Headteacher/Senior Teacher/Chair of governors (where the allegation is in reference to the Head Teacher) on all such occasions must immediately discuss the content of the allegation with the Local Authority Designated Officer (LADO).

### **The Head Teacher/Senior Teacher must:**

Follow all advice given by the LADO throughout the investigation process, including how to manage the staff member, supply staff member, governor, volunteer or contractor against whom the allegation is made, as well as supporting other staff, supply staff members, governors, volunteers and contractors within the workplace.

Follow all advice given by the LADO relating to supporting the child making the allegation, as well as other children connected to the organisation.

Ensure feedback is provided to the LADO about the outcome of any internal investigations.

The school will follow the local safeguarding procedures for managing allegations against staff, supply staff, governors, volunteers and contractors, a copy of which can be found on the school intranet.

If the allegation is made against a member of staff supplied by an external agency, the agency will be kept fully informed and involved in any enquiries from the LADO.

Suspension of the member of staff against whom an allegation has been made needs careful consideration and, if necessary, we will consult with the LADO in making this decision. Guidance will also be sought from HR.

Our lettings agreement for other users requires that the organiser will follow the Buckinghamshire Council procedures for managing allegations against staff and where necessary, the suspension of adults from school premises.

Should an individual staff member, supply staff member, governor, volunteer or contractor be involved in child protection, other safeguarding procedures or Police investigations in relation

to abuse or neglect, they must immediately inform the Head Teacher. In these circumstances, the school will need to assess whether there is any potential for risk of transfer to the workplace and the individual's own work with children.

### **13. Whistleblowing**

We have a **Whistleblowing Policy** which can be found on our staff intranet <https://intranet.grange.bucks.sch.uk/policies/> Staff are required to familiarise themselves with this document during their induction period.

All staff must be aware of their duty to raise concerns about unsafe practice or the attitude or actions of colleagues and report their concerns to the Headteacher or Chair of Governors.

### **14. Low Level Concerns**

At The Grange school, all staff know they have a responsibility to share any concerns, no matter how small, about any adults working in school by completing a Low Level Concern form on the staff intranet, speaking to the Head Teacher or DSL. Staff are made aware of what a low-level concern might look like using the examples from the KCSIE and through in house training. All reports will be dealt with effectively and recorded, enabling the school to identify any concerning behaviour and support any adults becoming the subject of false low-level concerns.

### **15. Physical intervention/Positive handling**

Our policy on physical intervention/positive handling by staff is set out separately, using DFE guidance for Reasonable force, advice for Headmasters, Staff and Governing Bodies July 2013:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

If the police need to carry out a search on site, an appropriate member of staff will be designated as the appropriate adult by the DSL / Deputy DSL. They will arrange for an Appropriate Adult to be present in the case of a child or young person or vulnerable adult (except in cases of urgency where there is a risk of harm to the detainee or others).

If the subject is under 18 and does not wish an Appropriate Adult to be present during the actual search, ensure they explain this in the presence of the Appropriate Adult and obtain the agreement of the Appropriate Adult

### **16. Anti-Bullying**

Anti-Bullying is referenced within the Anti Bullying Policy (available on the school website and reviewed regularly) and measures are in place to prevent and respond to all forms of bullying, which acknowledges that to allow or condone bullying may lead to consideration under child protection procedures.

## **17. Discriminatory Incidents**

In line with the **Equalities Act 2010**, our **Equalities and Cohesion Policy** addresses all forms of discriminatory incidents. It takes into account the guidance offered by the Buckinghamshire guidance document 'Equally Safe – Dealing with Prejudice Related Incidents Guidance for Schools'.

## **18. Health and Safety**

We recognise the importance of safeguarding students throughout the school day. Our **Health and Safety policy** reflects the consideration we give to the protection of our children, both physically and emotionally, within the school environment.

Part of the safeguarding measures we have in place include the safe dropping off and collection of students at the start and end of the school day. We ask parents and carers not to drive on the school site at the start and end of the school day, unless their child is unwell or there is a specific need for individual students. Parents are expected to the school via the front office if there is a change in arrangement of collection for their children.

Students who leave the site during the school day do so only with the permission of a parent/carer and are collected by an authorised adult where appropriate. School should be notified by the parents/carers regarding whom they have authorised for this task. Students are expected to sign in or out at the medical room to gain permission to leave the school site through reception.

Students engaging in school lead activities before or after school are managed by staff responsible for the session. Access to school will be made available through the normal entry and exit points, but may be restricted to one point if appropriate.

In the event of a student going missing during the course of the school day we will carry out immediate checks to ensure the student is not on site, we will then make contact with the student's parents/carers and inform the police.

When the school is hired out to a 3<sup>rd</sup> Party provider, we ensure that they have appropriate arrangements in place to keep children safe through the sight of their child protection and safer recruitment procedures.

At the Grange School, we ensure that we are aware of the content of materials used by the visiting speakers prior to delivery to our students.

## **19. Prevent Duty**

We are aware of the Prevent Duty under **Section 26 of the Counter Terrorism and Security Act 2023** to protect young people from being drawn into terrorism.

All school staff and governors have completed Prevent training with an ongoing program of refresher training every 2 years.

We have in place and monitor appropriate web filtering systems.

The DSLs and senior leaders are familiar with their duties under The Prevent Duty Guidance: [Revised Prevent duty guidance: for England and Wales - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/guidance/prevent-duty-guidance)

## 20. Online Safety

All staff are aware of the school policy on Online Safety which sets out our expectations relating to:

- Creating a safer online learning environment.
- Giving everyone the skills, knowledge and understanding to help children stay safe on-line, question the information they are accessing and support the development of critical thinking.
- Inspiring safe and responsible use of mobile technologies, to combat behaviours on-line which may make students vulnerable, including nude and semi nude images.
- Use of mobile technology both within school and on school trips/ outings.
- Use of camera equipment, including smart phones.
- What steps to take if there are concerns and where to go for help.
- Staff use of social media as set out in the **Staff Code of Conduct**.
- Students have access to information, links on the school website and through remote assemblies and lessons (when appropriate) highlighting how to remain safe online when remote learning.

Cyber-bullying by Students in school, via texts, social media and emails, will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. This includes image exchange under threat or through coercion. If the school are aware of any inappropriate images or messages whilst in the wider community, we will work with our local police liaison officer to address the concerns.

School are aware of the risks posed by children in the online world; in particular non-age appropriate content linked to self-harm, suicide, grooming and radicalisation.

Students, staff and parents/carers are supported to understand the risks posed by:

- the CONTENT accessed by students - risks such as misinformation, disinformation, including fake news and conspiracy theories.
- their CONDUCT on-line
- and who they have CONTACT with in the digital world.
- Commerce – Risks of online gambling, inappropriate advertising, phishing or financial scams.

The Grange School has online filtering and monitoring systems in place to ensure children are safeguarded from potentially harmful online material. These systems are regularly monitored, at least annually, by the DSL, IT staff and nominated governor. A record will be kept of the reviews.

The Grange School will follow the advice as given by the Government to advise and support children with any online learning taking place at home to ensure this is done safely.

We have a separate **Mobile Phone Policy** which sets out the acceptable use of mobile technologies by students whilst onsite. This includes sanctions which will be applied when these boundaries are not adhered to.

Visitors to our school are respectfully requested to turn all mobile devices off. This is a safeguarding measure for our students.

Staff use of mobile technology whilst on site is set out in the Staff Code of Conduct and expectation revisited as part of our safeguarding training.

All staff have an understanding of expectations, roles and responsibilities with regard to the online filtering and monitoring processes.

The DfE has published Generative AI: product safety expectations to support schools to use generative artificial intelligence safely, and explains how filtering and monitoring requirements apply to the use of generative AI in education.

[Generative AI: product safety expectations](#)

## **21. Sending Nude or Semi-Nude Images**

Sending nude or semi nude images, is one of a number of 'risk-taking' behaviours associated with the use of digital technologies, social media or the internet. It is accepted that children experiment and challenge boundaries and therefore the risks associated with 'online' activity can never be completely eliminated.

Further advice and guidance can be found using the link below:

[Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

Staff, pupils and parents/carers are supported, via training, to understand the creation and sharing of sexual imagery, such as photos or videos, of under 18s is illegal. This includes images of pupils themselves if they are under the age of 18.

Any disclosures/incidents that occur will follow the normal safeguarding practices and protocols for our school. We will also use the guidelines for responding to incidents, as set out in:

[Sharing nudes and semi-nudes: advice for education settings working with children and young people](#)

produced by the UK Council for Internet Safety. The DSL will inform parents/carers of any incidents.

## **22. Child on Child Abuse, including sexual violence and sexual harassment.**

The Grange School believes that all children have a right to attend school and learn in a safe environment free from harm by both adults and other students. We recognise that some safeguarding concerns can occur via child-on-child abuse.

All staff operate a zero-tolerance policy to child-on-child abuse and will not pass off incidents as 'banter' or 'just growing up'.

All staff recognise that peer on peer issues may include, but may not be limited to:

- Bullying (including cyber bullying)
- Racial abuse
- Physical abuse, such as hitting, hair-pulling, shaking, biting or other forms of physical harm
- Sexual violence and sexual harassment
- Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
- Abuse related to sexual orientation or identity
- Sending nude or semi-nude images (consensual & non-consensual)
- Upskirting and initiation/hazing type violence and rituals
- Emotional abuse
- Abuse within intimate partner relationships

All staff should be able to reassure victims that they are being taken seriously and that they will be supported and kept safe. Incidents of child-on-child abuse must be reported to the DSL, who will refer to the appropriate agencies as required.

The following will be considered when dealing with incidents:

- Whether there is a large difference in power between the victim and perpetrator i.e. size, age, ability, perceived social status or vulnerabilities, including SEND, CP/CIN or LAC
- Whether the perpetrator has previously tried to harm or intimidate students
- Any concerns about the intentions of the alleged perpetrator
- How to best support and protect the victim and alleged perpetrator as well as other children who may have been involved or impacted.
- Risk assessments and safety planning will be created in conjunction with external professionals.

In order to minimise the risk of child on child abuse taking place, school must:

- Deliver RE/RSE/ PSHE to include teaching students about how to keep safe and understanding what acceptable behaviour looks like
- Ensure that students know that all members of staff will listen to them if they have concerns and will act upon them
- Have systems in place for any student to be able to voice concerns
- Develop robust risk assessments if appropriate

- Refer to any other relevant policies when dealing with incidents, such as the **Behaviour Policy** and/or the **Anti-Bullying Policy**

We recognise that 'Upskirting' involves taking a photograph under an individual's clothing without their knowledge. We understand that it causes the victim distress and humiliation. Staff recognise that 'Upskirting' is a criminal offence and must promptly report any such incidence to the Headteacher, DSL or most senior member of staff.

Reference will be made to the following government guidance and part 5 of the **Keeping Children Safe in Education 2024** to ensure that all staff have an understanding of the serious nature of sexual violence and sexual harassment between children in schools. The school ensure that they keep up with current legislation and practice referring to trusted advisors such as BSCP, NSPCC and Ofsted guidance.

Sexual violence and sexual harassment can occur between two children of **any age and sex**. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. This can occur online, face to face (both physically and verbally) and can take place inside or outside of school. As set out in Part five of the KCSIE 2023, all staff maintain an attitude of '**it could happen here**' and it is never acceptable.

All staff have a responsibility to address inappropriate behaviour in a timely manner, however seemingly insignificant it may appear.

All victims will be reassured that they are being taken seriously and that they will be supported and kept safe. No child will ever be made to feel ashamed for making a report or that they are creating a problem for our school.

Support will be given to both victim and perpetrators as required.

### **23. Cultural Issues**

As a school we are aware of the cultural diversity of the community around us and work sensitively to address the unique culture of our students and their families as they relate to safeguarding and child protection. This includes children at risk of harm from abuse arising from culture, faith and belief on the part of their parent, carer or wider community.

Staff must report concerns about abuse linked to culture, faith and beliefs in the same way as other child protection concerns.

### **24. So called 'Honour' Based Abuse**

Staff at our school understand there is a legal duty to report known cases of Female Genital Mutilation (FGM) and So Called 'Honour' Based Abuse to the police and they will do this with the support of the DSL. [Mandatory reporting of female genital mutilation: procedural information - GOV.UK](#)

Our school is aware of the need to respond to concerns relating to forced marriage and understand that it is illegal, a form of child abuse and a breach of children's rights. We recognise some pupils, due to capacity or additional learning needs, may not be able to give an informed consent and this will be dealt with under our child protection processes. Grange

School staff can contact the Forced Marriage Unit if they need advice or information. Contact 020 7008 0151 [fm@fco.gov.uk](mailto:fm@fco.gov.uk)

We are aware of the signs of FGM [Female genital mutilation \(FGM\) | NSPCC](#)

We recognise both male and female pupils may be subject to honour-based abuse.

We promote awareness through training and access to resources, ensuring that the signs and indicators are known and recognised by staff.

Any suspicions or concerns for forced marriage are reported to the DSL who will refer to First Response or the police if emergency action is required.

## 25. **Contextual Safeguarding and extra-familial harms**

Contextual Safeguarding is an approach to understanding and responding to children's experiences of significant harm beyond their families. Extra-familial harm is linked to contextual safeguarding; these concepts refer to harms that occur outside of the family system, including harmful online contact.

At The Grange School, all staff recognise that pupils may encounter safeguarding incidents that happen outside of school and can occur between children outside of this environment. We will respond to such concerns, reporting to the appropriate agencies in order to support and protect the pupil.

All staff and especially the DSLs, will consider the context of incidents that occur outside of school to establish if situations outside of their families may be putting the pupil's welfare and safety at risk of abuse or exploitation, including (but not limited to) sexual exploitation, criminal exploitation and serious youth violence.

Children who may be alleged perpetrators will also be supported to understand the impact of contextual issues on their safety and welfare.

In such cases the individual needs and vulnerabilities of each child will be considered.

Further guidance can be found at: <https://contextualsafeguarding.org.uk/>

## 26. **Serious Violence**

All staff are aware of signs and indicators which may signal that children are at risk from, or are involved with, serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or significant change in well-being or signs of assault or unexplained injuries. Staff are aware that unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

At The Grange School we are aware of the range risk factors which increase the likelihood of involvement in serious violence such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending such as theft or robbery. School will take appropriate measures to manage any situations arising. [Preventing youth violence and gang involvement - Practical advice for schools and colleges \(publishing.service.gov.uk\)](#)

## **27. Domestic Abuse**

All staff recognise that children can witness and be affected by domestic abuse that occurs within their home between family members. They may also experience abuse within their own intimate relationships, referred to as 'teenage relationship abuse' and can suffer long lasting emotional and psychological effects. Staff also recognise the impact on children seeing, hearing or experiencing the effects of domestic abuse. Staff will report any concerns using the school's safeguarding procedures.

## **28. Children who need a social worker (Child Protection and Child In Need Plans)**

Staff recognise that children may have a social worker due to safeguarding or welfare needs and this can cause them to have barriers with attendance, behaviour, learning and mental health.

The Grange School will share information with a social worker for any child whom they are supporting to ensure decisions are made in the best interests of the child.

Informed decisions will be made by staff with regards to safeguarding for those children who are being supported by a social worker.

The Virtual School lead the support for this cohort of children and The Grange School will work in partnership with them and the Local Authority to improve outcomes for these children.

## **29. Mental Health**

At The Grange School, we are aware that mental health problems can be an indicator that a child has suffered or may be at risk of suffering abuse, neglect, or exploitation.

Staff recognise that traumatic adverse childhood experiences can have lasting impact throughout a child's life and this can impact on mental health, behaviour and education.

Staff will report any mental health concern that is linked to a safeguarding concern to the DSL.

Where there are concerns for a child's mental health, the school will seek advice from a trained professional, who would be able to make a diagnosis of a mental health problem.

[Mental health and behaviour in schools \(publishing.service.gov.uk\)](https://publishing.service.gov.uk)

Our school mental health lead is Assistant Headteacher Mrs S Jackson.

### **30. Looked After Children**

The Grange School has a named Designated Teacher (DT), who is responsible for promoting the education achievement and well-being for LAC and previously LAC children.

The DT works closely with the DSL to ensure that any safeguarding concerns are responded to quickly and effectively and are shared with the appropriate agencies.

The Virtual School, who is responsible for overseeing the progress of this group of children, work in partnership with the DT and other agencies, supporting them to promote better outcomes for these children.

### **31. Children with family members in prison**

Children who have a parent in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. School will access support for any affected children through The National Information Centre on Children of Offenders (NICCO) who can provide information designed to support professionals working with offenders and their children. Link below:

[NICCO](#)

### **32. Homelessness**

At The Grange School, we recognise that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare and that some 16 and 17 year olds could be living independently from their parents or guardians. If there are indicators that a family or individual are at risk, school will seek timely support from the local authority.

### **33. Modern Slavery and the National referral Mechanism**

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. If school are concerned that a child is being affected by modern slavery they will refer to the home office guidance for further information on the indicators that someone may be a victim, what support is available to victims and how to refer them to the NRM, whilst also seeking support from the local authority.

[Modern slavery: how to identify and support victims - GOV.UK \(www.gov.uk\)](#)

### **34. Allegations against students**

If an allegation is made against a student, the school will follow the procedures in the Behaviour Policy with regards to sanctions that may need to be applied.

Where there is a risk of significant harm, a child-on-child referral will be made to Children's Services for either victim, perpetrator or both.

If it is necessary for a child to be interviewed by the police, or other authorities, school will ensure that parents/carers are informed as soon as possible, following advice from external agencies and that the child is supported by an appropriate adult during the interview. The safety and welfare of the child will always be carefully considered by school.

## **35. Home Visits**

This procedure is designed to protect the safety of all school staff carrying out home visits.

Where home visits take place, a risk assessment should always be completed in advance. This will identify any concerns about potential risks and appropriate measures to be taken. If specific information is known about families, this should be added to the risk assessment. All home visits will always take place with staff in pairs. Home visits will only take place when the policy and protocols are fully met. Policy and procedures must be consistently applied at all times.

### **Rationale for carrying out home visits**

Home visits are an integral part of home/school communication and have significant benefits. The insights that staff gain into each child's home and background helps them to assess their level of need in school or to address issues preventing a student attending school.

Home visits are particularly useful for:

- Establishing positive links with families, especially those vulnerable or must reach.
- Offer support to parents in a known environment to them, allowing them to feel at ease and confident when speaking to staff.
- Following up on, and responding to, attendance concerns, particularly EBSNA students.
- Identifying early any safeguarding concerns and responding to support the needs of the child.

### **Types of home visit**

- **Attendance follow up visit** – this can be an unannounced visit which would usually be completed on the doorstep. The purpose of this visit may be to establish reasons for absence, follow up suspicious absences or to address attendance concerns.
- **New starter visit** - these visits form part of our transition package which aims to support the needs of children joining our school. These visits are announced and scheduled beforehand.
- **Accessibility visit** – this is an announced visit whereby staff plan to meet in the child's home where attendance in school is currently difficult or where the parent is unable to visit the school for the scheduled meeting

### **Guidance: Risk assessments**

Staff are expected to take reasonable steps to ensure their personal safety on such visits. Before any initial visit is made, sufficient background information should be obtained and an initial risk assessment undertaken.

**The safety of school staff is very important and staff should not take risks.** If staff feel the risk too great, or feel uneasy, they should not attend a home visit.

Staff and pupils have the right to work in a safe and healthy environment free from abuse or threat of harm. **Staff are responsible for their own safety and are empowered to make professional judgements appropriate to the circumstances they find themselves in.**

### **Procedure for all home visits:**

Staff should follow this procedure at all times:

Plan the announced/unannounced home visit and complete the risk assessment taking into account the following:

- Any known information relating to the family from internal records or from information from external agencies such as social care.
- Any information from other professionals who may have had contact, the Safeguarding Team must always be informed.
- Any information relating to the location

If the risk is assessed to be within the threshold, the home visit should go ahead. If the risk is judged too great, arrange an alternative meeting environment either on or off the school site.

Staff should complete the home visit checklist (Appendix 1, Document A)

Staff should badge out at the school office when leaving for a home visit leaving the nominated officer information relating to the following:

- List of addresses to be visited including the rank order and the child's name
- Include the expected time of entry/exit of the individual addresses
- Include the purpose of the visits
- Include any risk assessment information

Staff should use common sense and professional courtesy whilst on visits. If a situation feels uneasy staff should remove themselves from the property and reconvene.

Staff should badge back in with the office on arrival back to the school notifying the nominated officer of their return. If staff are not returning to school, they must call the DSL or safeguarding team member to inform them they have left the property.

*NB. If contact has not been made or the member of staff is not back as per the visit timetable, the appointed staff member at school will attempt to make contact via the mobile number provided. Failure to make contact with the member of staff should be reported to SLT immediately who may call the police.*

### **General guidance: keeping yourself safe**

Wherever possible and appropriate, conduct a 'doorstep' visit to minimize risk.

If a child answers the door, ask if an adult is present in the house before entering. Do not enter if an adult is not present. If there does not appear to be an adult within the home do not enter and phone the parent from the doorstep.

Occasionally, EBSNA visits may be made by one person. To minimize risk, these visits are to engage with the student in the community rather than the home (go for a walk in the

community, visit a coffee shop) which are public spaces. This kind of visit will be rare and considered carefully.

If the Parent/Carer appears at all uncomfortable about the visit continuing, staff should offer to leave, offer to continue the contact with a telephone call and give the Parent/Carer the telephone number of the school.

Make sure you consider diversity of social, cultural, racial, religious and sexual orientation. Do not assume that all Parents/Carers are literate or can communicate confidently.

Familiarise yourself with the route/ location, parking restrictions etc. before you leave.

Do not park immediately outside the house. Ensure you are parked facing the direction you will be leaving.

Be aware of pets and other adults who may be in the home.

Sit near a door or exit and if you feel uneasy or worried at any time, make an excuse and leave.

Staff should avoid commenting on a child's home or provision so that parents do not feel that any judgement is being made on their home or lifestyle.

Staff should demonstrate an awareness and respect for differing cultures.

Staff will wear named photo ID at all times.

Always keep your mobile phone easily accessible.

Always ensure you take a notepad with you to fill in when you return to the car. (This will enable you to record straight away any concerns you may have had during the home visit). If staff are asked any questions they cannot answer, they will either find out and report back to the parent/carer or refer the parent to a senior member of staff.

### **In the event of an incident**

On return to school following an incident, staff must inform the DSL or a member of the safeguarding team to inform them of the incident and complete an incident report, making sure that the incident is factually recorded.

### **Key related policies**

This list of related policies is not exhaustive:

Code of Conduct

Health and Safety

Child Protection

### **36. Use of Photography**

We will often use photographs and film to capture achievements, monitor a child's development and help promote successes within our school. We like to have a record of all the wonderful activities our students take part in, however respect the wishes of parents or students who do not want their images used in school or the wider community.

### **37. Policy Review**

The Governing Body of our school is responsible for ensuring the annual review of this policy. The date the next review is due is on the front cover of this policy.

## Appendix 1

Everyone who works with children has a duty to safeguard and promote their welfare. They should be aware of the signs and indicators of abuse and know what to do and to whom to speak if they become concerned about a child or if a child discloses to them.

The following is intended as a reference for school staff and parents/carers if they become concerned that a child is suffering or likely to suffer significant harm.

The Children Act 1989 defines abuse as when a child is suffering or is likely to suffer 'significant harm'. Harm means ill treatment or the impairment of health or development. Four categories of abuse are identified:

### **Categories of Abuse**

Child abuse is a form of maltreatment. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children people may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults, or another child or children.

### **Physical Abuse**

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

### **Emotional Abuse**

The persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), 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.

### **Sexual Abuse**

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

abuse. Sexual abuse can take place online and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The [Brook Sexual Behaviours Traffic Light Tool](#) can be used as guidance to support professionals in identifying and responding to sexual behaviour in children.

### **Neglect**

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's 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:

- a) provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- b) protect a child from physical and emotional harm or danger
- c) ensure adequate supervision (including the use of inadequate caregivers)
- d) ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### **Exploitation**

Exploitation is a form of child abuse and may take a number of forms:

#### **Child Sexual Exploitation (CSE) and Child Criminal Exploitation (CCE)**

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

Taken from – **"Keeping Children Safe in Education 2023"**.

[Home Office – Serious Violence Strategy, April 2018 \(publishing.service.gov.uk\)](#)

#### **Child Sexual Exploitation.**

Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet).

The definition of child sexual exploitation is as follows:

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

Sexual Exploitation (CSE) can be found in the guidance document Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)  
The definition of CSE from KCSIE 2021

Indicators of child sexual exploitation may include:

- Acquisition of money, clothes, mobile phones, etc. without plausible explanation;
- Gang-association and/or isolation from peers/social networks;
- Exclusion or unexplained absences from school, college or work;
- Leaving home/care without explanation and persistently going missing or returning late;
- Excessive receipt of texts/phone calls;
- Returning home under the influence of drugs/alcohol;
- Inappropriate sexualised behaviour for age/sexually transmitted infections;
- Evidence of/suspicions of physical or sexual assault;
- Relationships with controlling or significantly older individuals or groups;
- Multiple callers (unknown adults or peers);
- Frequenting areas known for sex work;
- Concerning use of internet or other social media;
- Increasing secretiveness around behaviours; and
- Self-harm or significant changes in emotional well-being.

Potential vulnerabilities include:

Although the following vulnerabilities increase the risk of child sexual exploitation, it must be remembered that not all children with these indicators will be exploited. Child sexual exploitation can occur without any of these issues.

- Having a prior experience of neglect, physical and/or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic abuse or parental substance misuse, mental health issues or criminality, for example);
- Recent bereavement or loss;
- Social isolation or social difficulties;
- Absence of a safe environment to explore sexuality;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other children and young people who are being sexually exploited;
- Family members or other connections involved in adult sex work;
- Having a physical or learning disability;
- Being in care (particularly those in residential care and those with interrupted care histories); and

- Sexual identity.

More information can be found in:

Child sexual exploitation: Definition and a guide for practitioners (DfE 2017)

[CSE Guidance Core Document](#)

We recognise that exploitation includes the trafficking of children and Modern Day Slavery. [Victims of modern slavery – frontline staff guidance](#)

### **Child Criminal Exploitation**

As set out in the [Serious Violence Strategy](#) published by the Home Office, where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child or young person under the age of 18 into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. Child criminal exploitation does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of CCE:

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

### **Domestic Abuse**

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

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Taken from "[Working Together to Safeguard Children](#)"

## Harmful sexual behaviour (HSB)

Children's sexual behaviour ranges, from normal and developmental expected to inappropriate, problematic, abusive and violent. The inappropriate, problematic, abusive and violent behaviour can cause developmental damage and is referred to as "Harmful Sexual Behaviour" (HSB).

## Extremism

Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

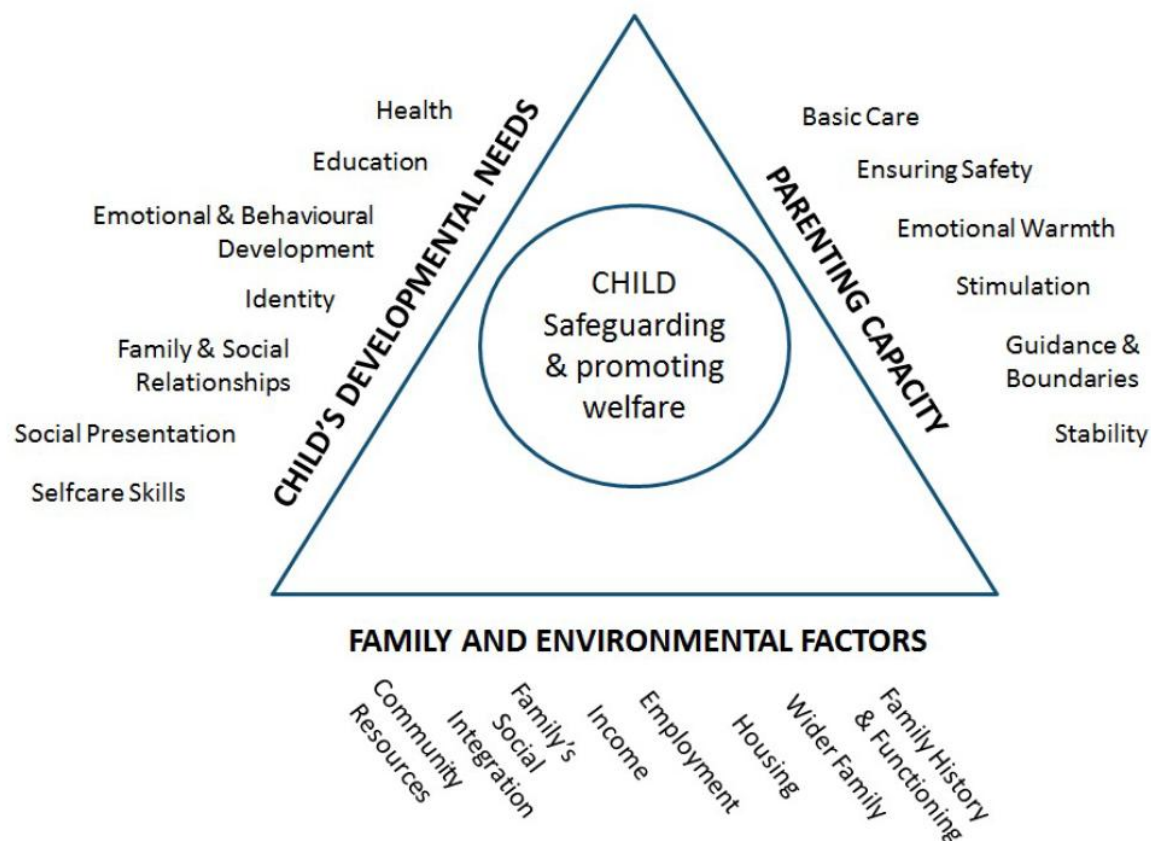
Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

## County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Taken from "**Keeping Children Safe in Education 2024**"

## Assessment Framework

(from Working Together to Safeguard Children, July 2018)



Every assessment should draw together relevant information gathered from the child and their family and from relevant practitioners including teachers and school staff, early years workers, health practitioners, the police and adult social care.

Every assessment of a child should reflect the unique characteristics of the child within their family and community context.

Each child whose referral has been accepted by children's social care should have their individual needs assessed, including an analysis of the parental capacity to meet those needs, whether they arise from issues within the family or the wider community.

Frequently, more than one child from the same family is referred and siblings within the family should always be considered.

### Home Visits Checklist

This should be completed prior to the visit and countersigned by a member of the safeguarding team or senior leadership team.

Wherever possible parents / carers should be informed of the home visit prior to arrival. The risk assessment should be completed prior to the visit and two members of staff should attend the home visit.

The aim of a home visit is to establish a working partnership between the parent, student and the School where it has not been possible to do this within the School environment and to develop and strengthen the relationship for the best interests of the student.

#### Prior to the visit

Complete the risk assessment for the home visit.

Discuss the visit with a member of the safeguarding team or SLT.

Arrange for another member of staff to accompany you on the visit and complete the risk assessment together.

Contact the parents and inform them of your intention to make a home visit and your reasons why and make a suitable time to visit.

Ensure a member of the safeguarding team or SLT knows what time you are leaving and when you expect to return.

Ensure that you badge out at reception before leaving inform the receptionist what time you intend to return by.

Have a mobile phone with you.

#### During the visit

Park in a well-lit area and in a position where you do not have to reverse on leaving  
Introduce yourself and have appropriate identification (Staff ID is sufficient).

Do not enter the premises unless there is a suitable adult present and you are invited to. Only enter the premises as a pair if you are both comfortable to do so, doorstep visits are best.

Remind parents, if necessary that you must report any concerns to the designated lead for safeguarding or deputy.

If you intend to bring the student into school confirm with parents that they are happy for you to do so.

Student should sit in the back of the car and ensure the child has the safety belt on properly. You should have confirmed you have the appropriate car insurance with the finance office.

**After the visit**

Badge in at reception (if you are not returning directly, you should call the school to let them know the home visit is completed).

Complete the reverse side of the home visits risk assessment.

Any child protection concerns should be discussed with the designated lead or deputy for safeguarding at the earliest opportunity.

Report any concerns or difficulties to The DSL or member of the safeguarding team on your return to school immediately.

## Document A – Home Visit Checklist

This checklist is designed to assist you in making a risk assessment where you need to undertake a home visit.

It is a guide and not an exhaustive or definitive list. It should be completed and left at reception on leaving school for visit and collected and completed on return.

<b>Home visit to be conducted by:</b>		<b>Date and Time of Visit:</b>	
<b>1<sup>st</sup> Member of staff</b>		<b>2<sup>nd</sup> Member of staff</b>	
<b>Mobile Number:</b>		<b>Mobile Number:</b>	
<b>Name of Student:</b>	<b>Year and Tutor Group:</b>	<b>Parent / Carer Name:</b>	
<b>Address to be visited:</b>	<b>Aim / Reason / Purpose of Visit:</b>		
<b>Car Registration:</b>	<b>Car documents have been checked by HR? Y / N</b>		

	Yes	No	Don't Know
Are you aware of any risks identified by other agencies or staff?			
Is there any history of threatening or intimidating behaviour from anyone living in the house?			
Is anyone in the house known to misuse drug or alcohol?			
Are there any pets in the house that cause you any concern?			
Is the property easily accessible?			
Are there any dangers associated with the property?			
Are you concerned about parking difficulties in the area of the property?			

**Note any concerns / risks (if you have answered yes to anything) here:**

**Action(s) to eliminate or reduce risk and by whom:**

<b>Date:</b>	<b>SLT:</b>	<b>Staff 1</b>	<b>Staff 2</b>

Following the visit write a short summary of the conversation between yourself and the parents:

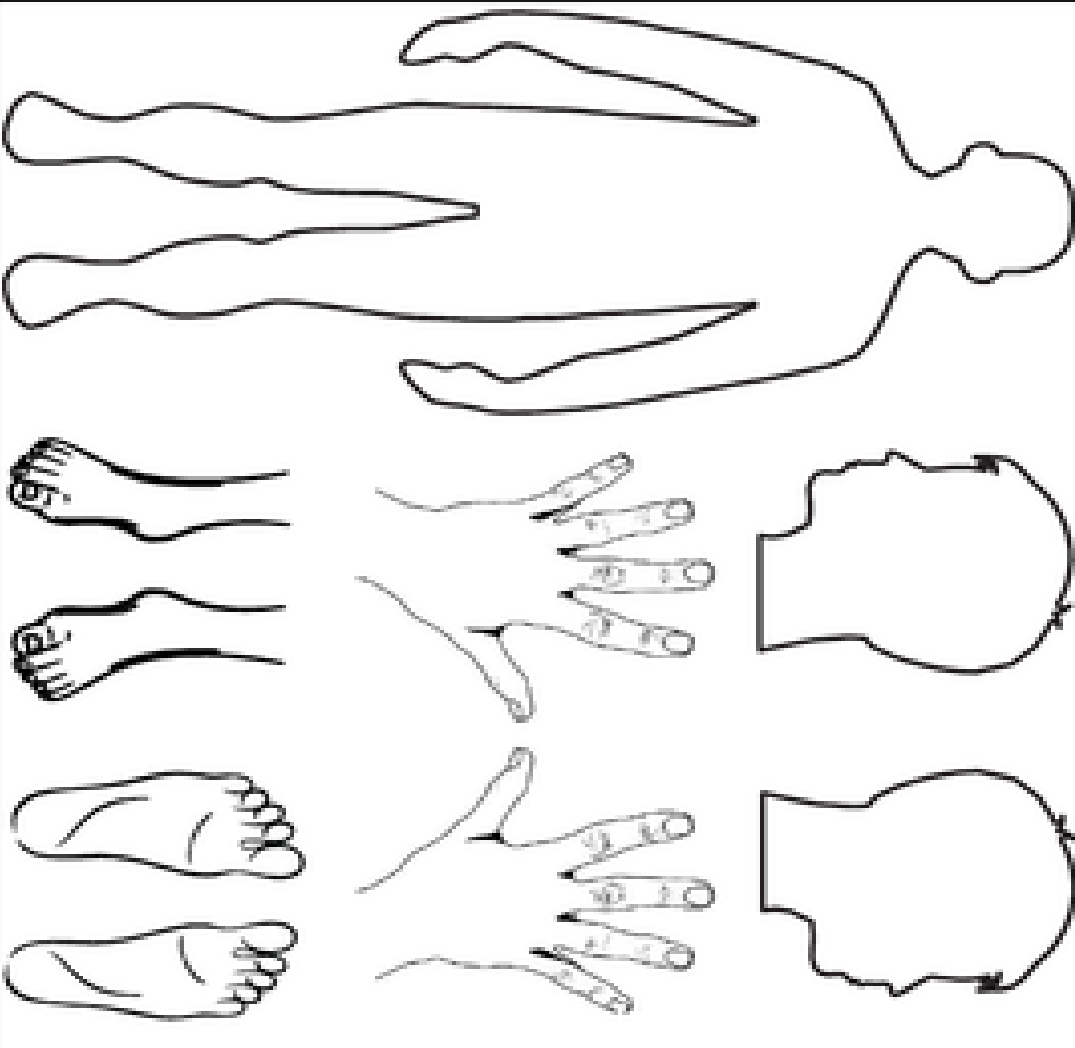
**Further Actions:**

Intended Outcome	Action	By Whom

Any concerns relating to the visit should be noted here and passed on to designated lead for safeguarding or a member of the safeguarding team:

This form should be scanned and attached to the student record on CPOMs and put in the paper file.

# CHILD PROTECTION BODY MAP



Name of child:

.....

Date of birth:

.....

Staff member raising concern:

.....

Date recorded:

.....

Observations:

.....  
.....  
.....

