

Safeguarding and Child Protection Policy



Hollygirt School NOTTINGHAM

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Table of Contents

Safeguarding Team.....	6
Governance	6
Local Children’s Safeguarding Partnerships (LCSP) and Other Useful Agencies	6
1. Aims	7
2. Statement of Intent.....	7
3. Related School Policies	8
4. Legislation	8
5. Safeguarding Intent.....	9
5.1 Staff, Volunteers & Service Providers.....	9
5.2 Key Elements.....	9
5.3 Systems in Place	10
6. A Culture of Safeguarding: Staff Training & Expectations.....	10
6.1 A Culture of Safeguarding	10
6.2 Keeping Updated.....	10
6.3 Trained Designated Safeguarding Leads.....	11
6.4 New Staff.....	11
6.5 Keeping Safe: Lanyards.....	11
7. Staff Code of Conduct/Behaviour	11
8. Staff Recruitment Procedures	12
8.1 Published Safer Recruitment Practices	12
8.2 A Programme of Checks	12
8.3 Recruitment Shortlisting & Interview Panel	13
8.4 Online Searches	13
8.5 Any other necessary checks	13
8.5.1 Volunteers	13
8.5.2 Regular Contractors	13
8.5.3 All Visitors	13
8.5.4 Trustees.....	13
8.6 Unsuitable Staff & Service Providers.....	13
9. Allegations of Abuse made Against Teachers and Other People (including supply teachers and volunteers)	14
9.1 Safeguarding-related allegations	14
9.2 Duty of Care to Employees	14
9.3 Keeping Informed.....	14
9.4 Outcomes.....	14
9.5 The Role of the Case Manager	14
9.6 Disclosure & Barring Service	15

10.	Supporting Vulnerable Pupils.....	15
10.1	Supporting children with SEND.....	16
11.	Identifying Abuse, Neglect and Exploitation	17
12.	Recognising Abuse, Neglect and Exploitation and Taking Action	17
12.1	Forms of Physical Abuse.....	17
12.2	Further Types of Abuse.....	19
12.2.1	Child sexual exploitation (CSE)	19
12.2.2	Female Genital Mutilation (FGM)	19
12.2.3	Honour-based abuse	20
12.2.4	Forced marriage.....	20
12.2.5	Affluent Neglect.....	20
12.3	Prevent Duty and Radicalisation.....	20
12.3.1	Radicalisation: Social Media	20
12.3.2	Extremism: Changes in Behaviour	21
13.	Children who are absent from education	21
13.1	Transitions from Hollygirt School	22
13.2	Home Schooling	22
13.3	Failure to attend following joining the School Role.....	22
13.4	No longer attends.....	22
14.	Online Safety and Sexting	22
14.1	Online Safety	22
14.1.1	Staff Training.....	23
14.1.2	Advising Parents & Carers.....	23
14.1.3	Staff Responsibilities	23
14.1.4	Responsibilities for All	24
14.2	Sexting	24
14.2.1	Guidance	24
14.2.2	Youth Produced Sexual Imagery	25
14.2.3	Online Filtering and Monitoring	25
14.3	Banter.....	25
14.4	Child on Child Abuse	26
14.5	Sexual Violence and Sexual Harassment	26
14.5.1	Sexual Comments.....	27
14.5.2	Physical Behaviour.....	27
14.5.3	Online Sexual Harassment.....	27
14.5.4	Up-skirting.....	27
14.5.6	Response to Claims of Sexual Abuse/Harassment and Victim Support..	27
15.	Roles & Responsibilities.....	28
15.1	Staff & Senior Leaders	28
15.2	The Designated Safeguarding Lead.....	28
15.3	The Deputy Designated Safeguarding Leads	29
15.4	The Head	29
15.5	Trustees	30

16.	Responding to Disclosures of Abuse	31
16.1	The Immediate Response	31
16.2	Recording Information	32
16.3	Reporting to the Designated Safeguarding Lead	32
16.4	Referring Pupils to the Nottingham City Safeguarding Children Partnership 33	
16.4.1	Child in Need	33
16.4.2	Child suffering or likely to suffer significant harm	33
16.4.3	Making a Referral	33
16.4.4	Keeping Parents Informed	34
16.4.5	Communications	34
16.5	The Child Protection Pathway	35
17.	Privately Fostered Children/Children in Care (CIC)	35
17.1	Private Fostering & Temporary Care	35
18.	Separated Parents	36
18.1	Issues of Estrangement	36
19.	Teaching Children How to Keep Safe	37

To be read in conjunction with the following policies:

- All Adult's Code of Conduct (including Whistleblowing Policy)
- Behaviour and Discipline Policy
- CCTV Policy
- External Visitors and Visiting Speakers Policy
- Fundamental British Values Policy
- Low-Level Safeguarding Concerns Policy
- Missing Child Policy
- PSHE and RSE Policy
- Supervision Policy
- Taking, Storing and Using Images of Pupils Policy
- SEND Policy

These policies are located on the Hollygirt School staff drive site or are available from the main school office.

It is intended that parents and guardians will always feel able to take up any issues or worries that they may have with Hollygirt School.

Every complaint or suspicion of abuse from within or outside Hollygirt School will be taken seriously and action will be taken in accordance with this policy.

This policy will be reviewed annually.

Acronyms

CPOMS	Child Protection Online Monitoring System
DBS	Disclosure and Barring Service
DDSL	Deputy Designated Safeguarding Lead
DSL	Designated Safeguarding Lead
e-MARF	Electronic Multi Agency Referral Form
KCSiE	Keeping Children Safe in Education
LSCB	Local Safeguarding Children Board
LADO	Local Authority Designated Officer
MASH	Multi Agency Safeguarding Hub
NSCP	Nottingham Safeguarding Children Partnership
WTSC	Working Together to Safeguard Children

Safeguarding is defined as:

Protecting children from maltreatment; preventing impairment of children's health or development; ensuring that children grow up in circumstances consistent with the provision of safe and effective care.

Department for Education, 2023

Safeguarding Team

Designated Safeguarding Lead (DSL)	Neil Holbrook Deputy Head	0115 958 0596	safeguarding@hollygirt.co.uk
Deputy DSL	Sarah Skov SEND CO	0115 958 0596	sarahskov@hollygirt.co.uk
Deputy DSL	Victoria Wright Head of Prep	0115 958 0596	victoriawright@hollygirt.co.uk
Deputy DSL	Rosalind Heatlie EYFS	0115 958 0596	rosalindheatlie@hollygirt.co.uk
Deputy DSL	Pippa Bond Prep Classroom Assistant	0115 958 0596	pippabond@hollygirt.co.uk

If you have any concerns about the safety of our pupils, please report it to a member of the school's Safeguarding Team, immediately.

Governance

- Head: Ms Rebecca Purdy - 0115 958 0596 / Head@hollygirt.co.uk
- Safeguarding Trustee: Mrs Rachael Archer – safeguardingtrustee@hollygirt.co.uk

Local Children's Safeguarding Partnerships (LCSP) and Other Useful Agencies

- Local Authority Designated Officer (LADO) - 0115 8764762 / 07842 601599
- Nottinghamshire Multi-Agency Safeguarding Hub (MASH) – 0115 876 4800
CityMash@nottinghamcity.gov.uk
- The Prevent Duty (Preventing extremism in schools and children's services) - 020 7340 7264
- Community Police Officer team, Nottingham Central Police Station – 0115 967 0999

1. Aims

Hollygirt School is committed to safeguarding and promoting the welfare of all young people including EYFS and Sixth Form. We believe that all young people, regardless of personal individual characteristics, have the right to be protected from all types of abuse or harm.

Safeguarding and promoting the welfare of children is defined in Working Together to Safeguard Children 2023 as:

- Providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, whether that is within or outside the home, including online
- preventing the 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
- taking action to enable all children to have the best outcomes

This policy seeks to nurture a culture of safeguarding. Hollygirt School recognises that safeguarding covers much more than child protection and so this policy will operate in conjunction with other related policies and procedures, such as effective whole school policies and procedures on Anti-Bullying, Cyberbullying, School Rules, Drugs, Racism, Behaviour and ICT, Administration of Medicine, First Aid and Safer Recruitment.

Hollygirt School is committed to working in partnership with pupils' parents, Children's Services departments and other relevant agencies to continuously develop and improve the safeguarding culture within our school and to ensure the risk of harm to children is minimised.

We actively promote Fundamental British Values through developing an understanding of respect for self, the school and wider community in fulfilling our values: Kindness, Honesty, Resilience and Hard Work.

2. Statement of Intent

This policy relates to Hollygirt School. The safety and welfare of our pupils is our highest priority.

Our aim is to know everyone as an individual and to provide a secure and caring environment so that every pupil can learn in safety. No child or group of children will be treated any less favourably than others in being able to access services that meet their individual needs. At Hollygirt School, in line with KCSiE 2025 and WTSC 2023, a child centred approach is fundamental to safeguarding and promoting the welfare of every child. A child centred approach means keeping the child in focus when making decisions about their lives and working in partnership with them and their families.

In all matters relating to Child Protection Hollygirt School will follow the procedures laid down by the Nottingham City Council Safeguarding Children's Partnership (NCSCP), together with DfE guidance contained in Working Together to Safeguard Children (WTSC 2023) and Keeping Children Safe in Education (KCSIE, September 2025).

This policy is applicable to the whole school community; however, we appreciate that pupils, in the context of an educational visit, may be particularly vulnerable and that there may be enhanced potential for abuse. This is emphasised in all our safeguarding training and staff must be sensitive to the needs of pupils in particular.

All members of staff have a duty to safeguard our pupils' welfare and provide a safe environment in which children can learn and must therefore familiarise and comply at all times with this policy.

All School staff should be aware that safeguarding incidents can happen at any time and anywhere and are required to be alert to any possible concerns by logging it on CPOMs, ensuring that the DSL and Head are notified.

Where a child is suffering significant harm, or is likely to do so, action will be taken to protect that child. Action will also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

Safeguarding and promoting the welfare of children is everyone's responsibility. Every member of staff who comes into contact with children and their families and carers has a role to play in safeguarding children in identifying concerns, sharing information and taking prompt action so that the right help is provided at the right time. To fulfil this responsibility effectively, all professionals should make sure their approach is child-centred and aim to protect the child using national, local and school, child protection procedures. This means that all professionals who come into contact with children should consider, at all times, what is in the best interests of the child, but making it clear that confidentiality can never be promised.

3. Related School Policies

Related policies are located on the Hollygirt School staff drive site or are available from the main school office. It is intended that parents and guardians will always feel able to take up any issues or worries that they may have with Hollygirt School.

Every complaint or suspicion of abuse from within or outside Hollygirt School will be taken seriously and action will be taken in accordance with this policy.

4. Legislation

Open communications are essential and allegations of child abuse or concerns about the welfare of any child will be dealt with consistently in accordance with this policy. Guidance and publications to be used in conjunction with this policy:

- Keeping Children Safe in Education (KCSiE, 2025)
- Working together to safeguard Children (2023)
- The Equality Act (2010)

Taking action to enable all children to have the best outcomes (KCSiE, September 2025) other key documents with which this policy is in accordance are:

- Independent Schools Inspectorate Handbook – September 2023 (updated December 2024)
- The Children Act 2004
- Education (Independent Schools Standards) (England) Regulations 2003 (as amended)
- The Prevent Duty – December 2023
- Statutory Framework for EYFS 2025
- Children Missing Education – September 2025
- Sexual Violence and sexual harassment between children in schools and colleges – September 2021
- Mental health and wellbeing in schools – November 2018
- Relationships Education, Relationships and Sex Education (RSE) and Health Education – September 2021 (updated September 2025).

5. Safeguarding Intent

5.1 Staff, Volunteers & Service Providers

This policy is addressed to all members of staff, volunteers and service providers at Hollygirt School. Adherence to this policy is mandatory for all staff and volunteers and its use is not subject to discretion. This policy applies whenever staff or volunteers are working with pupils including where this is away from Hollygirt School, for example at another institution, school visits and trips, sporting and cultural activities.

This policy is available to all parents, staff and volunteers on the school's website. A paper copy is also available to parents upon request from the school office. Pupils are made aware of this policy through their PSHE programme and other means of sharing information appropriate to their age and understanding i.e., assemblies/tutor time/PSHE lessons.

5.2 Key Elements

The key elements to support this Safeguarding Policy are:

- **Prevention** (e.g., positive climate for learning, teaching and pastoral support to pupils);
- **Protection** (by following agreed procedures, ensuring staff are trained and supported to respond appropriately and sensitively to safeguarding concerns);
- **Support** (to pupils and school staff and to children who may have been abused);
- **Working with parents** (to ensure appropriate communications and actions are undertaken). Creating a culture of Safeguarding Hollygirt School recognises that safeguarding covers much more than child protection and so this policy will operate in conjunction with other related policies and procedures, such as effective whole school policies and procedures on Anti-Bullying, Cyberbullying, School Rules and Code of Conduct (staff and pupils), Drugs, Racism,

Behaviour and ICT. Administration of Medicine, First Aid and Safer Recruitment. Hollygirt School completes thorough checks of individual who we are trusting to work with our pupils including informing prospective employees of our online checks (KCSiE, 2025).

5.3 Systems in Place

To reduce the risk of potential safeguarding incidents, Hollygirt School has systems to:

- **Prevent** unsuitable people working with pupils (through safer recruitment and training) all staff working at Hollygirt School are subject to an enhanced DBS.
- **Identify pupils who are at risk** of and/or are likely to suffer significant harm and take appropriate action with the aim of making sure they are safe; (See Staff Recruitment Procedures).
- **Ensure that staff do not through their actions, place pupils at risk of harm**, or themselves at risk from an allegation of harm (by providing guidance on areas such as 1-1 tuition or inappropriate electronic communication, see All Adult's Code of Conduct).
- **Induct** new members of staff who come into employment outside of the usual cycle of whole school safeguarding training. New staff and existing staff, are given KCSiE 2025 Part 1 and Annex A, read and sign to say they understand their responsibilities and the Whole School Policy which outlines the process for reporting safeguarding issues. This is part of the wider induction process and explained personally to all staff by the DSL.
- **Training.** Any changes in legislation are highlighted to staff and training is given in policy updates at the earliest point.

6. A Culture of Safeguarding: Staff Training & Expectations

6.1 A Culture of Safeguarding

All staff within Hollygirt School work hard to create an environment in our school which is safe and secure for all pupils whereby;

- pupils are encouraged to establish satisfying relationships within their families, with peers and with other adults;
- pupils are supported to develop a sense of autonomy and independence;
- the School works with parents to build their understanding of and commitment to the welfare of all pupils.

If any pupils, parents/carers or staff feel we are not achieving this vision, they are encouraged to talk to the Head.

6.2 Keeping Updated

To support the strong ethos of a safeguarding community, all staff and volunteers receive training in safeguarding children as part of their induction. All will receive a copy of KCSiE Part 1 and Annex A annually (and sign to having read and understood

it). Continuous refreshers and in year updates will be made as appropriate, in timetabled meetings/briefings.

All staff, volunteers and the Head receive updated safeguarding training including. Prevent, online safety, Children Missing in Education, pupil behaviour, Staff Code of Conduct including whistle blowing, use of ICT, staff/pupil relations and use of social media at induction and on-going thereafter, a minimum every three years. Hollygirt School uses Educare to for online staff training as well as in house staff training events/staff briefings. SLT will follow up with staff who have not met training deadlines. This is on top of the annual KCSiE Part 1 and Annex A declaration as well as other training as appropriate in the September inset.

All school staff are responsible for keeping themselves updated on safeguarding issues and child protection procedures by accessing advice, guidance and training as appropriate to their role.

All school staff are alert to signs of abuse and neglect (appropriate to their role) and all staff should know to whom they should report concerns or suspicions (DSL/Head).

6.3 Trained Designated Safeguarding Leads

The Deputy Designated Safeguarding Leads will be trained to the same standard as the DSL and all will have prevent awareness training.

6.4 New Staff

As part of the induction process, the student Discipline and Behaviour Policy is explained by a member of SLT to the new staff member. They are also required to read the full Safeguarding Policy.

6.5 Keeping Safe: Lanyards

To ensure an accurate record of visitors and staff on site, all are required to register on arrival and departure from the site. The School uses a 3-coloured lanyard system:

GREEN	Hollygirt Staff with full DBS clearance
YELLOW	Visitors who completed a DBS check and can work with pupils without the supervision of Hollygirt staff.
RED	Visitors who do not hold a DBS and MUST be supervised by Hollygirt staff at ALL times.

7. Staff Code of Conduct/Behaviour

Staff should ensure that their behaviour, actions or inactions do not place pupils or themselves at risk of harm or of allegations of harm to a pupil. For this reason, staff are advised to follow a safeguarding approach to working with pupils, staff and parents. This includes:

- One to one tuition should happen in a public place or with a door open;
- Staff should not engage in inappropriate electronic communications, have pupils as friends on social networking sites, or issue their private/mobile phone numbers to pupils.

- Staff should not offer lifts to pupils in private cars unless for a designated school activity and with permission of the Head and they are not the only DBS checked adults/pupils' family member in the car. They must follow guidelines set out in the Staff Handbook when on a designated school activity.
- Staff should be aware of increased risk during sports coaching or physical lessons.
- All staff (including EYFS) should attempt to where possible avoid physical contact. Corporal punishment is prohibited.
- The Head will consider making a referral to the Teaching Regulation Authority (TRA) where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reasons such an order would be considered are: 'unacceptable professional conduct', 'conduct that may bring the profession into disrepute' or a 'conviction, at any time, for a relevant offence'. If unclear the Head will seek advice about whether an allegation against a teacher is sufficiently serious to refer to the TRA (in the first instance this will be by consulting Teacher misconduct: the prohibition of teachers (February 2022)).
- Teachers may physically intervene to avert immediate danger of personal injury or property or any other person including the child themselves. Records are kept on physical interventions and are reported to the DSL.

Additional guidance for staff is available in the Staff Handbook. The All Adult Code of Conduct is updated annually, and staff are asked to sign to acknowledge their understanding.

8. Staff Recruitment Procedures

Hollygirt School works to the requirements of the safer recruitment procedures outlined in Part Three of KCSiE 2025. These include identity checks, online checks, DBS checks, mental and physical fitness to work, right to work in the UK, verified professional qualifications, prohibition from management checks (sect 128), prohibition from teaching, disqualification from childcare checks. The DBS is undertaken by Hollygirt School and is not transferable unless a person works for Nottingham Local Authority or the Police.

8.1 Published Safer Recruitment Practices

It is made clear in information for prospective employees that Hollygirt School is committed to safer recruitment practices. This includes teaching staff, support staff, all cleaning, catering and caretaking staff, supply teachers, peripatetic staff, the Chair of the Trustees, other trustees and any others including contractors and volunteers who undertake regular activity with children are all subject to an enhanced DBS check.

8.2 A Programme of Checks

Additional checks will be made upon candidates wishing to join the Hollygirt School community to confirm and check:

- a person's identity (photographic ID and proof of address).
- a person's mental and physical fitness specific to the role.
- a person's right to work in the UK.
- a person's qualifications (where appropriate)
- that staff are not prohibited from teaching (teaching staff only).

- that a person taking up a management position is not subject to a section 128 direction made by the Secretary of State (HoDs, HoKS, HoY, SLT and Trustees – KCSiE 2025).
- that if the person has lived or worked outside the UK, any further checks considered appropriate.
- employment history and two references obtained.
- that EYFS, KS1 and all working with children under the age of 8 are asked to self-certify that they are not 'disqualified from childcare'.

8.3 Recruitment Shortlisting & Interview Panel

To reduce any potential for bias or oversight, at least two staff members will carry out the shortlisting exercise. Where possible, the individuals who have completed the shortlisting stage should undertake the interview.

At least one member of every appointment panel will have up to date Safer Recruitment training.

8.4 Online Searches

The school will consider online searches as part of their due diligence checks on shortlisted candidates and inform the candidates that the checks have taken place (KCSiE 2025).

8.5 Any other necessary checks

8.5.1 Volunteers

Volunteers will be directly supervised by a member of school staff who has a DBS check and will be subject to a risk assessment. This documentation is kept in the Contractors, Volunteers and Visitors folder. If the nature of the work changes and the school would like the volunteer to work unsupervised then a full DBS check will be sort before this occurs.

8.5.2 Regular Contractors

Those contractors providing regular services at the school are required to have a DBS check or provide evidence of having a portable DBS which is checked by the school. These details are recorded on the SCR.

8.5.3 All Visitors

All visitors to the school are escorted at all times. Details of their identities and pre-checks are carried out if they are to be engaged in supervised regulated activity with pupils. This documentation is kept in the Contractors, Volunteers and Visitors folder.

8.5.4 Trustees

Trustees receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools.

8.6 Unsuitable Staff & Service Providers

Where we cease to use the services of any person because it is considered that the person is unsuitable to work with children, a report will be made to the Teaching Regulation Agency (TRA) promptly and in any event within 28 days.

9. Allegations of Abuse made Against Teachers and Other People (including supply teachers and volunteers)

9.1 Safeguarding-related allegations

An allegation may be made if the person 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 and/or behaved or may have behaved in a way that indicates he or she may not be suitable to work with children.

Where a safeguarding related allegation or cause of concern is made against any person the matter will be immediately reported to the Head who will inform the Local Authority Designated Officer (LADO). If the allegation is made against the Head then they will contact the Chair of Trustees who will inform the LADO (without informing the Head first). Allegations related to organisations or individuals using school premises must be reported to the Head or DSL.

9.2 Duty of Care to Employees

Hollygirt School has a duty of care to its employees and will provide effective support for anyone facing an allegation. It will be dealt with quickly in a fair and consistent way which provides effective protection for the child and at the same time supports the person who is the subject of the allegation. For staff to protect themselves, they are encouraged to report low level concerns to the Head and/or DSL.

9.3 Keeping Informed

The Head and the Chair of the Trustees will be informed at all stages (unless the allegation is against the Head, in which case the Chair of Trustees is informed).

9.4 Outcomes

The outcome of allegation investigations could be:

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

9.5 The Role of the Case Manager

The school will appoint a 'case manager', usually this will be the Head (unless the allegation is against the Head) or Chair of the Trustees and will proceed in accordance with guidance in 'Keeping Children Safe in Education'.

The case manager will appoint a named representative to keep the subject of the allegation informed of the progress of the case and consider what other support is

available for the individual. A decision whether or not to suspend a member of staff in consultation with the Chair of the Trustees will be taken by the Head (unless the allegation is against the Head).

Suspension is not an automatic response and the decision will be taken according to the circumstances of each particular case. Where we cease to use the services of the member of staff because it is considered that the person is unsuitable to work with children all advice in part four of KCSiE is followed. Any allegation found to be false or malicious will be removed from staff personnel records. We will investigate and find out the facts and liaise with the local authority designated officer (LADO) to determine a suitable outcome.

Supply teachers, whilst not employed by the school, are under the supervision, direction and control of the trustee body when working at Hollygirt School.

9.6 Disclosure & Barring Service

The school will report promptly to the DBS any person whose services are no longer used for regulated activity who have met the DBS referral criteria. That is that they have posed harm or posed a risk of harm to a child.

10. Supporting Vulnerable Pupils

Safeguarding is not just about protecting children from deliberate harm. The school works hard to create a culture of listening to and supporting children. Safeguarding also relates to aspects of school life including:

- Pupils' health and safety
- The use of reasonable force
- Meeting the needs of children with medical conditions
- Providing first aid
- Educational visits
- Intimate care
- Internet or e-safety
- Appropriate arrangements to ensure school security, considering the local context
- Understanding potential for extra-familial abuse of exploitation
- Understanding any local contextual information in regards to County Lines and criminal exploitation.

Safeguarding can involve a range of potential issues identified in later sections of the policy which include;

- Bullying, including cyberbullying (by text message, on social networking sites, etc.) and prejudice based bullying
- Racist, homophobic or transphobic abuse
- Extremist behaviour
- Child sexual exploitation (CSE)
- Child criminal exploitation (CCE)
- Sexting
- Substance misuse
- Issues which may be specific to a local area or population, for example gang activity and youth violence

- Particular issues affecting children including domestic violence (DV), sexual exploitations, female genital mutilation (FGM) and forced marriage.

Early help is a vital part of safeguarding and includes building cultures and environments in the contexts of a child's life that facilitate protection from harm through positive experiences and recognising where additional support might be needed.

Early help is defined in the guidance Working Together to Safeguard Children 2023 as providing support as soon as a problem emerges, at any point in a child's life, from the foundation years through to the teenage years.

Any child may benefit from early help, but all school staff should be particularly alert to the potential Need for early help for a child who:

- is disabled or has certain health conditions and has specific additional needs
- has special educational needs (whether or not they have a statutory Education, Health and Care plan)
- has a mental health need
is a young carer
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
- is frequently missing/goes missing from education, home or care
- has experienced multiple suspensions, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit
- is at risk of modern slavery, trafficking, sexual and/or criminal exploitation
- is at risk of being radicalised or exploited
- has a parent or carer in custody, or is affected by parental offending
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
- is misusing alcohol and other drugs themselves
- is at risk of so-called 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage

The school creates a culture where low level concerns from staff are taken seriously, investigated and recorded. Staff are encouraged to report actions that do not meet the threshold for referral to the LADO including actions such as, being overfriendly with children, having favourites, taking photos of children on their phones and having 1-2-1 sessions behind closed doors or use of inappropriate, sexualised or offensive language to the Head. The Head will record the details of the concern, context, evidence collected by the DSL, the decision and action taken and the name of the person sharing the concern. Records are confidential and held securely.

10.1 Supporting children with SEND

Hollygirt School recognises the additional risks that children with SEN and disabilities (SEND) face, for example from online bullying, grooming and radicalisation and encourage a culture of listening to children and considering their wishes and feelings in any measures the school may put in place to protect them. Such students also have vulnerabilities or are at greater risk with child-on-child abuse, sexual violence and sexual harassment between children in schools and colleges, mental health, children missing education, domestic abuse, so-called honour-based abuse (including female

genital mutilation (FGM) and forced marriage), child criminal exploitation and child sexual exploitation, radicalisation and county lines. Staff monitor these students closely to manage any risk.

11. Identifying Abuse, Neglect and Exploitation

Staff who have day to day contact with pupils are particularly well placed to observe outward signs of abuse such as changes in behaviour or developmental concerns.

A safeguarding concern may come to the attention of school staff or volunteers in a variety of ways, such as pupil disclosure, third party disclosure or staff suspicion. Any suspicion, allegation or incident of abuse must be reported to a Designated Safeguarding Lead (DSL) immediately via CPOMs who will pass on to the Nottingham City Safeguarding Children Partnership (NCSCP). It is not the responsibility of Hollygirt School to investigate suspected or alleged abuse; this is the role of the police and NCSCP.

When dealing with safeguarding issues the DSL will also identify those who are likely to need additional support from one or more agencies. This will be done through early intervention after completing an electronic Multi Agency Referral Form (e-MARF) to Nottingham City's Multi Agency Safeguarding Hub (MASH).

12. Recognising Abuse, Neglect and Exploitation and Taking Action

“Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects” (KCSiE, 2024/).

12.1 Forms of Physical Abuse

There are four forms of abuse (physical, neglect, sexual and emotional) and a child may be a victim of more than one type. All staff are aware of these types of abuse and are responsible for reporting any indications. For clarity, these are set out in the following table.

Type of Abuse	Physical Indicators	Behavioural Indicators
Physical	• Unexplained bruises (in various stages of healing) • Unexplained burns, especially cigarette burns or immersion burns • Unexplained fractures, lacerations or abrasions • Swollen areas • Evidence of delayed or inappropriate treatment for injuries	• Self destructive • Withdrawn and/or aggressive – behavioural extremes • Arrives at school early or stays late as if afraid to be at home • Chronic runaway (adolescents) • Complains of soreness or moves uncomfortably • Wears clothing inappropriate to weather, to cover body • Bizarre explanation of injuries • Wary of adult contact
Neglect	• Abandonment • Unattended medical needs • Consistent lack of supervision • Consistent hunger, inappropriate dress, poor hygiene • Lice, distended stomach, emaciated • Inadequate nutrition	• Regularly displays fatigue or listlessness, falls asleep in class • Steals food, begs from classmates • Reports that no caretaker is at home • Frequently absent or tardy • Self destructive • School dropout (adolescents) • Extreme loneliness and need for affection
Sexual	• Sexual abuse may be non-touching (obscene language, pornography, exposure) or touching (fondling, molesting, oral sex, intercourse) • Torn, stained or bloody underclothing • Pain, swelling or itching in genital area • Difficulty walking or sitting • Bruises or bleeding in genital area • Infections	• Excessive seductiveness • Role reversal, overly concerned for siblings • Massive weight change • Suicide attempts (especially adolescents) • Inappropriate sex play or premature understanding of sex • Threatened by physical contact, closeness

Type of Abuse	Physical Indicators	Behavioural Indicators
Emotional	• Emotional abuse may be name-calling, put-downs, etc. or it may be terrorization, isolation, humiliation, rejection, corruption, ignoring • Speech disorders • Delayed physical development • Substance abuse • Ulcers, asthma, severe allergies	• Habit disorder (sucking, rocking, biting) • Antisocial, destructive • Neurotic traits (sleep disorders, inhibition of play) • Passive and aggressive – behavioural extremes • Delinquent behaviour (especially adolescents) • Developmentally delayed

If a pupil, parent/carer or staff believe any of the above indicators are evident in one or more of our pupils, it should be reported to a member of Hollygirt's DSL team immediately in person or by phone.

Staff should use their professional curiosity and if they believe a pupil has been a victim of or could be a victim of harm, they must report their concern to the DSL team via the School's safeguarding tracking system, CPOMS.

All staff within the School's community are aware that abusers can be parents or carers, siblings or members of the extended family, neighbours, teachers, strangers or other pupils; in short, an abuser could be anyone, but is likely to be a known person to the abused child.

12.2 Further Types of Abuse

Children are vulnerable to risks from those they know, or who family members know, and these include:

12.2.1 Child sexual exploitation (CSE)

Involves exploitative situations, contexts and relationships where young people may receive something (e.g. food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse. Poor attendance is an indicator of CSE.

12.2.2 Female Genital Mutilation (FGM)

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

reported to the Police. Victims of FGM are likely to come from a community that is known to practise FGM. Girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

12.2.3 **Honour-based abuse**

So-called 'honour-based abuse' (HBA) - Encompasses crimes which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and staff should speak to the Designated Safeguarding Lead.

12.2.4 **Forced marriage**

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example).

12.2.5 **Affluent Neglect**

A form of neglect experienced by children in wealthy or affluent families. Characterised by areas such as emotional neglect, pressure to succeed, lack of supervision and material indulgence. Children from affluent homes who experience abuse, neglect or domestic abuse face unique barriers to accessing support. Staff training often focuses on neglect in poorer families leaving professionals less prepared to identify concerns in wealthier households.

12.3 **Prevent Duty and Radicalisation**

All staff are expected to uphold and promote the fundamental principles of British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. We will work with key partners to ensure that we are aware of any tensions within our local community and nationally and internationally, so that we can create safe spaces for our children to discuss their experiences and concerns. All staff will receive training annually on Prevent and their duties to support this.

12.3.1 **Radicalisation: Social Media**

The use of social media and the internet as tools to radicalise young people cannot be underestimated. We recognise that those that seek to recruit young people to follow extremist ideology often target those who are already vulnerable in some way and that exposure to extreme views can make young people vulnerable to further manipulation and exploitation. We will therefore ensure that we build children and young people's critical thinking skills and resilience through both our curriculum and pastoral provision. Our curriculum promotes respect, tolerance and diversity. Children are encouraged to share their views and recognise that they are entitled to have their own different beliefs which should not be used to influence others.

12.3.2 Extremism: Changes in Behaviour

There are a number of behaviours that might indicate that an individual is at risk of being radicalised or exposed to extreme views. Such behaviours may include:

- Spending increasing time in the company of other suspected extremists
- Changing their style of dress or personal appearance to accord with the group
- Day to day behaviour becomes increasingly centred on an extremist ideology, group or cause
- Loss of interest in other friends / activities not associated with the extremist ideology, group or cause
- Possession of materials or symbols associated with an extremist case
- Attempts to introduce others to the group/cause
- Communication with others that suggest identification with a group, cause or ideology
- Using names/language ranging from insulting to derogatory for member of another group
- Increases in prejudice-related incidents committed by that person – these may include:
 - Physical or verbal assault
 - Provocative behaviour
 - Damage to property
 - Derogatory name calling
 - Possession of prejudice-related materials
 - Prejudice related ridicule or name calling
 - Inappropriate forms of address
 - Refusal to co-operate
 - Attempts to recruit to prejudice related organisations
 - Condoning or supporting violence towards others

Our Fundamental British Values provision is embedded across the curriculum and underpins the ethos of the school.

Although serious incidents have not occurred at Hollygirt School to date, staff are reminded to report any concerns to the DSL. Through meeting and training opportunities at school we will ensure that our staff are fully aware of the threats, risks and vulnerabilities that are linked to extremist ideology and radicalisation: are aware of the process of radicalisation and how this may be identified early on.

13. Children who are absent from education

We recognise that unexplainable and/or persistent absences from education are a potential indicator of abuse, neglect, Child Sexual Exploitation or Child Criminal Exploitation. We fulfil our legal obligations by taking AM/PM registration and where reasonably possible, schools and colleges should hold more than one emergency contact number for each pupil or student. When a child is absent from school without authority we will follow our procedures for unauthorised absence and for dealing with children that go missing from education, particularly on repeat occasions, to help

identify the risk of abuse, neglect and exploitation, and to help prevent the risks of their going missing in future.

Hollygirt School will discuss and agree actions with regards to individual cases with the relevant colleagues in safeguarding/education Page 13 of 26 Safeguarding Policy within Nottingham City/Nottinghamshire County Council for pupils who are to be removed from the admissions register where the pupil:

13.1 Transitions from Hollygirt School

When a child leaves Hollygirt School, the DSL ensures their child protection file is transferred to the new school or college within 5 days ensuring secure transit via recorded mail, and confirmation of receipt should be obtained. This is transferred separately from the main pupil file. In addition to the child protection file, the designated safeguarding lead considers if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

13.2 Home Schooling

If the child has been taken out of school by their parents and the school has received written notification from the parent they are being educated outside the school system e.g., home education – this will be communicated with the child's local authority's Home Elective team.

Where the school places a pupil with an alternative provision provider, it continues to be responsible for the safeguarding of that pupil and should be satisfied that the placement meets the pupil's needs.

13.3 Failure to attend following joining the School Role

If the child does not arrive at the school as part of an admission process and we are not aware of their whereabouts the Local Authority will be informed.

13.4 No longer attends

If the child has ceased to attend school and no longer lives within reasonable distance of the school at which they are registered and has been discussed with the children missing officer (CMO) as they have not been registered at a new school or, has been permanently excluded.

14. Online Safety and Sexting

14.1 Online Safety

Hollygirt School recognises that the use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. Our approach to online safety is based on addressing the following categories of risk. The

breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- **Content:** being exposed to illegal, inappropriate, or harmful content, for example: pornography, racism, misogyny, self-harm, suicide, antisemitism, radicalisation, extremism, misinformation, disinformation (including fake news) and conspiracy theories.
- **Contact:** being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes.
- **Conduct:** online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g. consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying, and
- **Commerce:** risks such as online gambling, inappropriate advertising, phishing and or financial scams.

To meet our aims and address the risks above, we will educate pupils about online safety as part of our curriculum. This may include;

- The safe use of social media, the internet and technology
- Keeping personal information private
- How to recognise unacceptable behaviour online
- How to report any incidents of cyber-bullying, ensuring pupils are encouraged to do so, including where they are a witness rather than a victim
- How to spot and question misinformation, disinformation and conspiracy theories

14.1.1 Staff Training

As an integral element to staff induction, training will be given on safe internet use and online safeguarding issues to include cyber-bullying, the risks of online radicalisation, and the expectations, roles and responsibilities around filtering and monitoring. All staff members will receive refresher training as required and at least once each academic year.

14.1.2 Advising Parents & Carers

The School will educate parents/carers about online safety via the website, communications sent directly to them and during parents' evenings. We will also share clear procedures with them so they know how to raise concerns about online safety

14.1.3 Staff Responsibilities

Staff will be made aware of any restrictions placed on them with regards to the use of their mobile phone and cameras, for example that:

- Staff are allowed to bring their personal phones to school for their own use, but will limit such use to non-contact time when pupils are not present

- Staff will not take pictures or recordings of pupils on their personal phones or cameras.

14.1.4 Responsibilities for All

The School will make all appropriate efforts to ensure that all pupils, parents/carers, staff, volunteers and Trustees aware that they are expected to sign an agreement regarding the acceptable use of the internet in school, use of the school's ICT systems and use of their mobile and smart technology.

We will explain the sanctions we will use if a pupil is in breach of our policies on the acceptable use of the internet and mobile phones.

We will make sure all staff, pupils and parents/carers are aware that staff have the power to search pupils' phones, as set out in the DfE's guidance on searching, screening and confiscation.

14.2 Sexting

Hollygirt School recognises that 'sexting' can lead to embarrassment, bullying and increased vulnerability to sexual exploitation. Producing and sharing images of under 18s is illegal.

This policy forms part of Hollygirt School's safeguarding arrangements and our response to concern at all times is the welfare and protection of the children and young people involved.

The school recognises that it is an offence under the Sexual Offences Act 2003 to possess, distribute, show and make indecent images of children (a child being under 18 years old) but it does not define what is indecent. However, the police accept that the law which criminalised indecent images of children was created before the technological advances of today and it originally sought to protect children from adults. It was not intended to criminalise children. Despite this, children who share sexual imagery of themselves or peers are breaking the law and therefore we will seek to manage this type of case appropriately.

All professionals including the National Police Chiefs Council agree that incidents involving youth produced imagery should primarily be treated as a safeguarding issue. It is agreed that we should not unnecessarily criminalise children as the consequence of this can be significant in terms of their life chances in adulthood. Where children do share images, it is often as a result of natural curiosity and exploring relationships and in the context of the digital world we live in.

Hollygirt School is therefore empowered to deal with the majority of these incidents without involving the police but in conjunction with the LCSB who makes the decision about how to progress on the issue.

14.2.1 Guidance

There is no clear definition of what is 'sexting' and indeed many professionals, young people and parents have different interpretations ranging from sending flirty messages to sending nude or semi-nude photographs via mobiles or over the internet.

The School has adopted guidance based on the UKCCIS Sexting in Schools and Colleges guidance 2016. This guidance covers:

- A person under the age of 18 creates and shares sexual imagery of themselves with a peer under the age of 18;
- A person under the age of 18 shares sexual imagery created by another person under the age of 18 with a peer under the age of 18 or an adult
- A person under the age of 18 is in possession of sexual imagery created by another person under 18. It does not cover:

The sharing of sexual imagery of people under 18 by adults as this constitutes child sexual abuse and the School will always inform the police.

14.2.2 Youth Produced Sexual Imagery

Young people under the age of 18 sharing adult pornography or exchanging sexual texts which don't contain imagery.

The term youth produced sexual imagery has been adopted to provide some clarity and to distinguish it from imagery where there are adults involved in some manner. The purpose of this guidance is to make expectations clear to pupils and their parents and carers as well as to be clear to staff about the school's policy and procedure in responding to incidents.

14.2.3 Online Filtering and Monitoring

The DFE emphasise that schools should be implementing 'meeting digital standards in schools' (KCSiE, 2025). KCSiE outlines that policies on online safety and the use of mobile and smart technology should be reflected in the Safeguarding and Child Protection Policy. Among other things, this should include filtering and monitoring on school devices and the school network.

Hollygirt School recognises the importance of safeguarding children from potentially harmful and inappropriate online material, and we understand that technology is a significant component in many safeguarding and wellbeing issues.

To address this, Hollygirt School will:

- operate robust processes (including filtering and monitoring systems) in place to ensure the online safety of pupils, staff, volunteers and trustees
- protect and educate the whole school community in its safe and responsible use of technology, including mobile and smart technology (which we refer to as 'mobile phones')
- set clear guidelines for the use of mobile phones for the whole school community
- establish clear mechanisms to identify, intervene in and escalate any incidents or concerns, where appropriate

14.3 Banter

Hollygirt School recognises that the use of 'banter' is of growing concern amongst professionals and parents. Staff do not dismiss issues as 'banter' or 'growing up' or compare situations to their own experiences of childhood. Staff consider each issue and each individual in their own right before taking action through the normal pastoral

procedures. It is believed that, if staff minimise the concerns raised, it could result in a young person seeking no further help or advice.

14.4 Child on Child Abuse

Abuse can be by one or more pupils against another and between any age or sex. This may take the form of banter, sexual assault or gender-based issues. It is never tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”. It is recognised that there is often a gender nature of child on child abuse (i.e. that it is more likely that girls will be victims and boys’ perpetrators), but that all child on child abuse is unacceptable and will be taken seriously.

In such cases both the victim and perpetrator are treated as being at risk. After a full investigation such cases may be dealt with by Anti- bullying, Cyber-bullying and ICT Code of Conduct policies. Where there is reasonable cause to suspect a child is suffering or is likely to suffer significant harm the pupil/s will be referred to appropriate local agencies.

All Hollygirt School staff recognise that children are capable of abusing their peers. Allegations will be recorded as a Safeguarding concern and passed to a DSL (or DDSL). All parties involved (victims, perpetrators and any other child affected by child-on-child abuse) will be supported through the school pastoral systems and parents involved.

Other forms of child-on-child abuse can take place, such as sexual violence, sexual harassment and initiation/hazing type violence and rituals. It is recognised that child on child abuse can take place in an intimate partner relationship.

14.5 Sexual Violence and Sexual Harassment

Hollygirt School is aware of the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Harassment. When referring to sexual harassment we mean ‘unwanted conduct of a sexual nature’ that can occur online and offline. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child’s dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

All victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim is never given the impression that they are creating a problem or are ever be made to feel ashamed for making a report. If staff are in any doubt as to what to do they should speak to the Designated Safeguarding Lead.

Staff have received online training in regards to handling a report of child on child sexual violence or harassment. Hollygirt School staff are trained to manage a report.

Sexual harassment can include:

14.5.1 Sexual Comments

This may include telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names; sexual “jokes” or taunting;

14.5.2 Physical Behaviour

This may include behaviour such as: deliberately brushing against someone, interfering with someone’s clothes. Hollygirt School will consider when any of this crosses a line into sexual violence and recognises that it is important to talk to and consider the experience of the victim and displaying pictures, photos or drawings of a sexual nature;

14.5.3 Online Sexual Harassment

This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:

- non-consensual sharing of sexual images and videos;
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats

14.5.4 Up-skirting

The Up-skirting Act, came into force on 12th April 2019:

Voyeurism (Offences) Act, 67a (1) states that a person commits an offence if they operate equipment beneath the clothing of another person (without that person’s consent or a reasonable belief in their consent), with the intention of enabling themselves or another person to observe the person’s genitals, buttocks or underwear in circumstances where they would otherwise not be visible, and this is done for sexual gratification or to cause humiliation, distress or alarm.

Voyeurism (Offences) Act, 67a (2) states that a person commits an offence if they record an image beneath the clothing of another person (without that person’s consent or a reasonable belief in their consent) that is of the person’s genitals, buttocks or underwear and this is done in circumstances where another person will look at the image for sexual gratification or to cause humiliation, distress or alarm.

It is a criminal offence. Anyone of any gender or age can be a victim.

14.5.6 Response to Claims of Sexual Abuse/Harassment and Victim Support

The needs and wishes of the victim are paramount (along with protecting the child) in any response. It is important they feel in as much control of the process as is reasonably possible.

Wherever possible, the victim, if they wish, should be able to continue in their normal routine. Overall, the priority should be to make the victim’s daily experience as normal as possible, so that the school or college is a safe space for them.

The age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse are considered.

Hollygirt School is aware that, by the very nature of sexual violence and sexual harassment, a power imbalance is likely to have been created between the victim and alleged perpetrator(s). The victim is never made to feel they are the problem for making a report or made to feel ashamed for making a report.

The proportionality of the response is considered and support tailored on a case-by-case basis. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that for a report of rape.

Hollygirt School is aware that sexual assault can result in a range of health needs, including physical, mental, and sexual health problems and unwanted pregnancy. Children and young people that have a health need arising from sexual assault or abuse will be signposted to specialist NHS support from a Sexual Assault Referral Centre (SARC).

15. Roles & Responsibilities

15.1 Staff & Senior Leaders

All staff will:

- make sure they have undertaken the appropriate training for their role;
- take responsibility to report any concerns, no matter what their role;
- ensure they have a copy of part one of 'Keeping Children Safe in Education (2025) and that they have read and understood it;
- be aware of the need to minimise their own vulnerability in not being alone with children or in situations that could render them vulnerable to poor practice and/or allegations against them; and always be aware of the needs of young people and be vigilant for any possible signs of abuse.

The School's Senior Leadership Team will:

- promote the importance of safeguarding throughout the School;
- oversee the effectiveness of safeguarding systems, especially procedures, and review and report any changes that are required;
- support the work of the DSL to ensure an effective process for dealing with concerns; and
- ensure that the school fulfils its statutory duty to co-operate with other agencies and that the chain of accountability is clear from the front line to senior level.

15.2 The Designated Safeguarding Lead

The Designated Safeguarding Lead (DSL) is a member of the school's Senior Leadership Team who is responsible for the strategic leadership of safeguarding.

The Designated Safeguarding Lead;

- is responsible for ensuring that all cases of suspected or actual safeguarding concerns are investigated and managed in accordance with guidance and regulations;
- refers cases of suspected abuse or allegations to the local Children's Services department as appropriate and in accordance with NCSCP procedures;
- ensures that they are aware of the latest national and local guidance and requirements and will keep the Head, staff and volunteers informed as appropriate;
- receives appropriate training in safeguarding matters (including Prevent) and interagency working, to include both national and local bodies;
- ensures that the Head, staff and volunteers have access to and understand their role as appropriate in the child protection procedures, including but not limited to part-time staff, supply staff, peripatetic staff, newly appointed staff, before/after school care staff, volunteers, catering staff, cleaning staff and caretakers.
- acts as a source of advice and support within the school and co-ordinate action regarding referrals in relation to both children and allegations against staff.
- ensures details of any referral will be passed to the Chair of the Trustees and the Trustee responsible for safeguarding.
- ensures an annual review of the policy takes place and that Trustees are made aware of any changes that occur throughout the year.
- is responsible for Online Safety and liaises with the other DDSLs on the issue.
- shares information with teachers and school leaders about the welfare, safeguarding and child protection so as to understand how best to support these children in school.
- Online safety including filtering and monitoring processes will be used with software 'Watch Guard' and with the full support of the Senior Leadership and DSL Team.
- The DSL takes lead responsibility for child protection and wider safeguarding in the school. This includes online safety and understanding our filtering and monitoring processes on school devices to keep pupils safe online.

The role of reviewing staff and DSL support when dealing with safeguarding issues is held by the member of staff's direct line manager.

15.3 The Deputy Designated Safeguarding Leads

Hollygirt School has appointed deputy designated safeguarding leads (DDSL) who will formally provide cover and additional capacity for the DSL. Each DDSL will be trained to the same level as the DSL.

In the event of the long-term absence of the DSL, the Head identify a DDSL to undertake the duties of the DSL, as listed above.

15.4 The Head

The Head Teacher is responsible for ensuring the Designated Safeguarding Lead is effective in their role of providing and accessing high-quality services to safeguard and promote the welfare of children and young people accessing provision from their academy, including:

- offering day-to-day support and guidance to the DSL as necessary;
- overseeing the promotion of safeguarding throughout the academy, ensuring all staff are;
 - appropriately trained and aware of their responsibilities;
 - ensure cover is provided where necessary in the absence of the DSL;
 - offer supervision to the DSL in relation to their role and decisions made;
- ensuring that a senior member of staff is designated as the person in charge of Looked After and previously Looked After Children and receives appropriate training;
- encouraging pupils and parents to inform the school of any concerns;
- working with the representative of the Board of Trustees to put mechanisms in place to ensure that pupils requiring safeguarding measures are monitored in relation to their situation and progress with their learning;
- ensuring that all recruitment procedures follow safeguarding best practice based on advice;
- contribute as appropriate to quality assurance processes; and
- ensure sufficient allocation of time given to DSLs to undertake the role.

15.5 Trustees

The Trustees of Hollygirt School have appointed a Safeguarding Trustee to take leadership responsibility for the Trust's safeguarding arrangements.

The role of the Safeguarding Trustee is to provide appropriate challenge and support to the Head Teacher, DSL and Senior Leadership Team to ensure that they are satisfied that the school is fulfilling its safeguarding duties identified in the statutory guidance KCSiE (2025).

The Board of Trustees have a duty to:

- safeguard and promote the welfare of children
- have regard to any statutory guidance on safeguarding issued by the Secretary of State
- ensure the suitability of staff, supply staff, volunteers, contractors and trustees.

When carrying out the Prevent duty as required under section 26 of the Counter Terrorism and Security Act, the School will follow the Home Office's 'Revised Prevent duty guidance: for England and Wales' and the DfE's general advice 'Protecting children from radicalisation: the prevent duty'.

The day-to-day leadership of safeguarding is delegated to the Head, who will work with the DSL and DDSLs to ensure that all statutory duties are fulfilled.

Trustees will receive appropriate annual safeguarding and child protection training. Safeguarding will be captured within Trust Board meeting reports.

16. Responding to Disclosures of Abuse

Children are more likely to be abused by someone they know and trust than by a stranger. Staff and volunteers should make themselves available to listen and demonstrate to the pupil that what they are saying is being taken seriously and without criticism and should respond in a supportive, calm manner and avoid asking detailed questions.

The role of the staff or volunteer is to listen, respond, record as far as possible in the child's own words and report; not to investigate. If a pupil reports abuse from another pupil or pupils, staff should follow the procedures in this section. The DSLs will liaise with the MASH in relation to handling any such cases which arise. Further information to the School's response to sexual violence is given in section 14, above.

16.1 The Immediate Response

If a child makes a disclosure to any member of staff or volunteer, they **should**:

- allow the pace of the conversation to be dictated by the pupil;
- ask neutral questions which encourage the pupil to talk such as "can you tell me what happened?";
- accept what the pupil says and do not ask for further detail;
- acknowledge how hard it was for them to tell you;
- note carefully any clearly visible external signs of possible injury or neglect;
- reassure the pupil that they have done the right thing, explain whom you will have to tell (the DSL) and why;
- record conversation as soon as possible – in the pupil's own words, on CPOMs and pass to the DSL. The timeframe for passing this information on is **immediately in every case**.

The member of staff or volunteer should not:

- burden the pupil with guilt by asking questions such as "why didn't you tell me before?";
- interrogate or pressure the pupil to provide information;
- ask any potentially leading questions such as those that start with the words, how, what, when, where and why;
- undress the child or examine clothed parts of the child's body in an attempt to determine the
- nature of any such injuries/neglect;
- criticise the perpetrator, as this may be someone they love;
- promise confidentiality;
- make promises that they cannot keep such as "I'll stay with you all the time" or "it will be all right now".
- do anything which may jeopardise a police investigation.

If a pupil confides in a member of staff or volunteer and requests that the information is kept secret, staff/volunteers must not make promises about confidentiality. Staff must tell the pupil sensitively that they have a responsibility to tell the DSL so that the child can be helped to stay safe and feel better.

In every case, the staff/volunteer should consider whether the pupil is able to provide consent for the information to be shared and if so, seek to obtain that consent. If the pupil does not consent, the staff/volunteer should explain that they need to share the information with the DSL and reassure them that the information will only be disclosed to other people who need to know.

Hollygirt School recognises that a child who is abused may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth. We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.

Hollygirt School will provide continuing support to a pupil who has disclosed abuse through promoting a caring and safe environment within the school and encouraging self-esteem and self-assertiveness through the curriculum and through relationships. In doing so, the school will act in accordance with guidance from the relevant authorities to ensure that, for example, legal proceedings are not compromised.

16.2 Recording Information

Immediately after the disclosure, staff should:

- make precise notes on CPOMS immediately afterwards disclosure as far as possible in the child's own words, which record what has actually been said, not assumption or interpretation. A pupil's full name can be used in first reference to the young person and full names and job titles of adults can be used in logs.
- clearly distinguish between fact, observation, allegation and opinion;
- record observed injuries and bruises on a body map;
- note the non-verbal behaviour and the key words in the language used by the pupil;
- appreciate that their records may be used in criminal proceedings or disciplinary investigations. Records should include a clear and comprehensive summary of concern.

Details of how the concern was followed up and resolved, notes of any actions taken, decisions reached and outcomes will be recorded by a member of the DSL team.

Keeping Children Safe in Education 2025 now also requires that those working with children and young people should record "all concerns, discussions and decisions made including the rationale for those decisions. These recordings should include instances where referrals were or were not made to another agency such as LA children's social care or the Prevent program etc."

Volunteers and visitors should find a DDSL/DSL as soon as possible and ask for assistance with recording the visitor's account if they have a safeguarding concern.

16.3 Reporting to the Designated Safeguarding Lead

Any concerns about pupils who might be regarded as 'in need' must be discussed with the DSL as soon as possible and at latest by the end of the school day if there isn't an immediate risk to the child. The DSL and appropriate pastoral staff will provide

immediate 'in school' support, discuss the situation with parents and signpost to the appropriate support services by phoning the MASH or completing an e-MARF. Where the disclosure relates to actual abuse or the suspicion of abuse, therefore a pupil is regarded as 'at risk'. The DSL will report the disclosure to the local NCSCP and inform parents that this will be done gaining their consent, unless there is good reason to believe that doing so would place the child at further risk. If there is a risk of immediate serious harm to the pupil the referral will be made immediately and can be made by any member of staff in line with KCSiE.

16.4 Referring Pupils to the Nottingham City Safeguarding Children Partnership

Hollygirt School contributes toward one of the following options if there are concerns about a child and consider any Contextual Safeguarding issues.

If early intervention is appropriate, the designated safeguarding lead (or DDSL) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early intervention assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

16.4.1 Child in Need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989.

16.4.2 Child suffering or likely to suffer significant harm

Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

16.4.3 Making a Referral

The decision to make a referral which could activate a safeguarding investigation, and the issue of gaining parental consent, are serious matters and require careful judgement. These decisions should normally be taken by the Head or by the DSL who will liaise with the Head as appropriate, following consultation as appropriate with NCSCP. In borderline cases, advice will be sought from the Local Authority Designated Officer (LADO) or Multi-Agency Safeguarding Hub (MASH). Any member of staff must make a referral if they feel a child is at risk.

16.4.4 Keeping Parents Informed

The DSL will seek guidance from the MASH before informing parents of any issues.

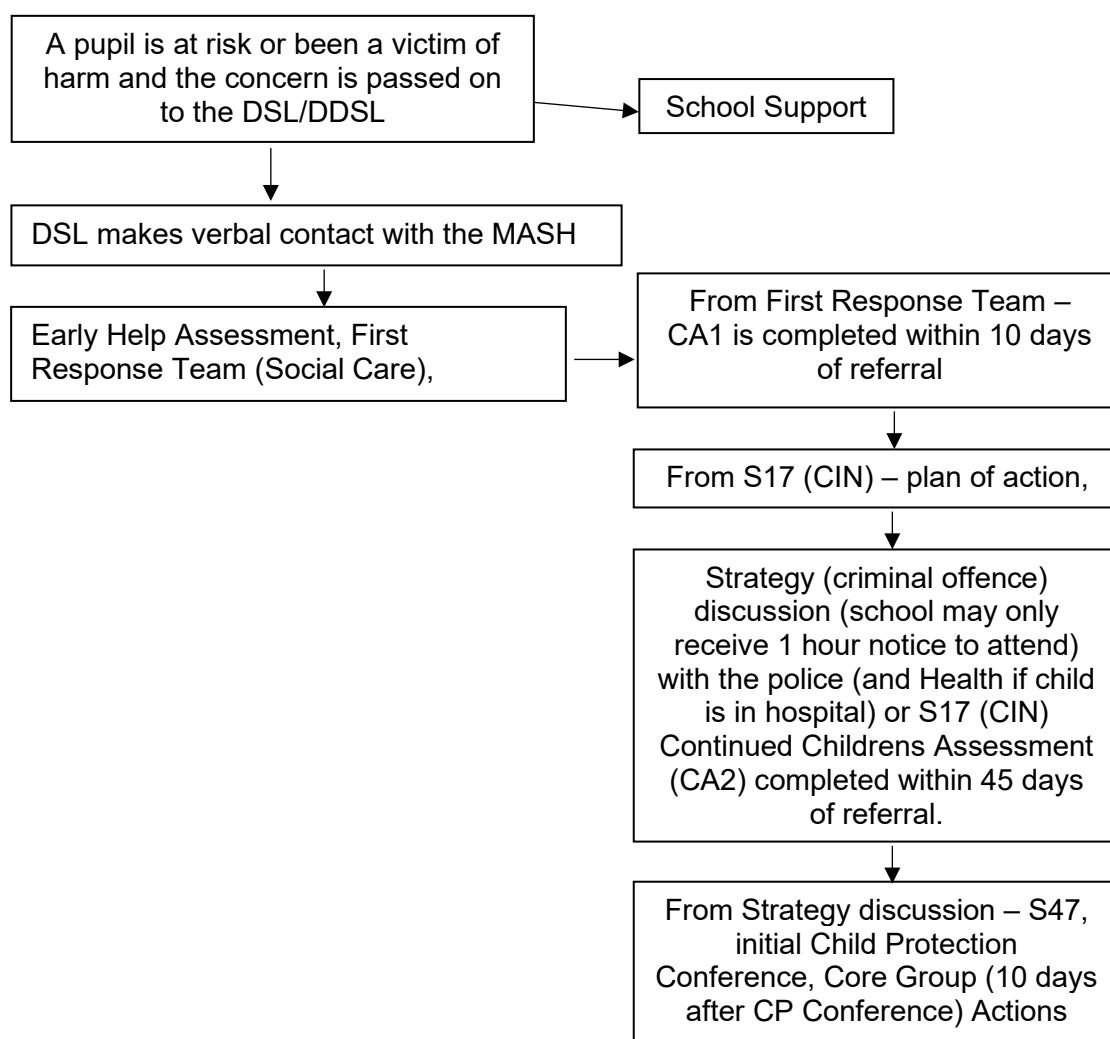
16.4.5 Communications

Where the disclosure relates to actual abuse or the suspicion of abuse or the child has suffered or is at the risk of suffering serious harm, the DSL will report the disclosure by phoning the NCSCP as soon as possible and follow up in writing within via an e-MARF within 24 hours.

The DSL will ask to be kept informed of the timing of the strategy discussion between agencies and the police, which will decide whether and how to investigate. The DSL should be prepared to contribute to the strategy discussion.

NCSCP are required to acknowledge written referrals within one working day. If school has not heard from them after three working days we will contact them again. A record of each contact with NCSCP, including the name of the officer with whom school has spoken should be kept. All discussions will be recorded in writing and communication with the individual and parents agreed.

16.5 The Child Protection Pathway



17. Privately Fostered Children/Children in Care (CIC)

17.1 Private Fostering & Temporary Care

If a member of staff becomes aware that a child/young person may be living in a Private Foster arrangement it is the responsibility of that person to report the details to the Designated Safeguarding Lead (DSL) who will then make further enquiries to try and establish the circumstances.

Where a child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school and college staff through the normal course of their interaction, and promotion of learning activities, with children. The Designated Safeguarding Lead will seek advice from Children's Social Care as to whether the child/young person is in a Privately Fostered arrangement under the regulations. We understand that the private foster carer becomes responsible for providing the day-to-day care of the child in a way which will promote and safeguard his welfare. Overarching responsibility for safeguarding and promoting the welfare of the privately fostered child remains with the parent or other person with parental responsibility.

We will work together with the Local Authority to help safeguard and promote the child/young person's safety and welfare.

We will assist the Local Authority in their assessments and work as a partner to offer advice and support to the child and carers involved in the arrangement.

The DSL is the designated 'Looked After Child' teacher.

18. Separated Parents

Where parents have separated, Hollygirt School fully recognises our responsibilities, and it is our sole wish is to promote the best interests of the child, working in partnership with all parents. Schools do not have the power to act on the request of one parent to restrict the other parent's involvement. Schools can only do so if there is a specific legal basis such as a court order, which is very rare.

We will maintain our open-door policy with all parents, and the DSL will be available by appointment to discuss any issues or concerns with regard to separated/divorce estranged parents may have in relation to their child or children at the school.

Parents will be encouraged to resolve any issues around estrangement, contact and access to information without involving our School directly.

18.1 Issues of Estrangement

Issues of estrangement are a civil/private law matter and our School cannot be involved in providing mediation, helping an estranged parent to communicate with their child or children, or using the school premises for purposes of contact.

If the parents are unable to agree with one another on decisions regarding their child's educational programme, including but not limited to placement, participation in extracurricular activities, and consent to evaluation and services this school will not arbitrate and will ask parents to resolve the issues between themselves and to revert to the school with the solution.

In cases where there is continued conflict and this cannot be resolved, we will advise the aggrieved parent to pursue the matter through the Family Court. The interests of the child will always be paramount when deciding whether to accommodate a request from an estranged parent.

We recognise that a Court Order can restrict a parent in having contact/access to information and we may be bound by this. In this situation we will consult with the Local Authority to obtain advice as this may constitute a safeguarding concern. In any event whereby the parents being estranged is appearing to impact upon the health, wellbeing and safety of a child the matter will be referred to the Local Authority for advice. Should there be any disagreement between this school and the parent this school may advise the parent to use the school's complaints process.

19. Teaching Children How to Keep Safe

Children of all ages will be taught about safeguarding, including online safety through the curriculum, the PSHE programme (Prep and Senior), form time and in assemblies.

This follows the guidance set out in Relationship Education (Prep) and Relationship and Sex Education (Senior) and Health Education (September 2020). The content will be age appropriate but will include the risks posed by adults to children via social media to bully, groom, abuse or radicalise as well as dealing with issues such as 'sexting'.

Parents are informed what is covered in the PSHE programme and they have the opportunity to opt their child out of Sex Education lessons. All school policies including RSE and PSHE are available on the school website.