



Safeguarding Policy

Version	
Review Date	



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Policy Overview

Hillel Park School is an inclusive school based on Christian ethos and values. At Hillel Park School we have a strong commitment towards working in positive partnership with the whole school community. A school is a busy place where there are many interactions between pupils, parents, carers, and staff as part of the everyday life of the school. We have an ethos of respecting the rights of all members of the school community.

Our Values - Faith. Love. Service. Resilience.

We understand the impact these qualities have on inspiring our students to become faith-filled, kind young men and women, who can thrive and adapt to our ever-changing world, despite the challenges.

Objectives and Compliance

Should any interested party be unclear on the policy and how it impacts their role, they should contact the Head Teacher.

Order of Precedence

This document upon approval supersedes all previously drafted documents.



Policy Statement

1. Governance

Safeguarding and promoting the welfare of children is defined by the Department for Education as:

- Protecting children from maltreatment.
- Preventing impairment of children's mental and physical health or development.
- Ensuring children are growing up in circumstances consistent with the provision of safe and effective care.
- Taking action to enable all children to have the best outcomes.

Child protection is a part of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.

Safeguarding covers more than the contribution made to child protection in relation to individual young people. It also encompasses issues such as staff conduct, health and safety, bullying, online safety, arrangements for meeting medical needs, providing first aid and/or intimate care, drugs and substance misuse, positive behaviour management, and the use of physical intervention and restraint. This document must therefore be read, used, and applied alongside legislation (Appendix section), the school policies and procedures.

- 1.1 This policy outlines the framework needed for staff, volunteers and governors to keep children (young people below the age of 18 years of age) safe and secure in our school. The policy also informs parents and carers how we will safeguard their children whilst they are in our care. Please see our website for the most up to date roles and contact details for key personnel.
- 1.2 Safeguarding and promoting the welfare of children is everyone's responsibility, whether they work or volunteer in the school. Everyone has a role to play in child protection and safeguarding.
- 1.3 We recognise our moral and statutory responsibility to safeguard and promote the welfare of all children. All staff and volunteers will ensure that their approach and actions are child-centered. Because of the day-to-day contact with students, school staff and volunteers are well placed to observe signs of harm, abuse, neglect, peer on peer sexual violence and sexual harassment, victimisation and/or exploitation.
- 1.4 Hillel Park School ensures that arrangements are in place to safeguard and promote the welfare of students by:
 - a) Creating and maintaining an environment where all students feel secure, are encouraged to communicate, and are listened to.
 - b) Making sure that all students know which adults in the school they can approach if they have any worries. We do this by [e.g. having posters on the school site so that contact details are always to hand.
 - c) Teaching students to keep themselves safe from all forms of abuse including: child sexual exploitation, female genital mutilation, forced marriage, extremism, radicalisation, and peer on peer abuse including sexual violence and sexual harassment.



- d) Appointing senior members of staff from the school leadership team to the roles of Designated and Deputy Safeguarding Leads.
- e) Providing effective, relevant and ongoing training and development for all staff and Governors. We do this through a variety of external providers, including local authority, prevent leads, and local County Lines Officers, to ensure best practice. [Detail any other methods of training delivered to staff e.g. online training]
- f) Swiftly and effectively addressing any concerns and ensuring robust, timely referrals are made to other agencies. Ensuring effective links with relevant agencies in all matters regarding safeguarding and child protection.
- g) Reviewing and supporting students who are subject to child protection plans and contributing to the implementation of the plan.
- h) Creating and maintaining an environment where all students feel secure, are encouraged to communicate, and are listened to.
- i) Making sure that all students know which adults in the school they can approach if they have any worries. We do this by [e.g. having posters on the school site so that contact details are always to hand].
- j) Teaching students to keep themselves safe from all forms of abuse including: child sexual exploitation, female genital mutilation, forced marriage, extremism, radicalisation, and peer on peer abuse including sexual violence and sexual harassment.
- k) Appointing senior members of staff from the school leadership team to the roles of Designated and Deputy Safeguarding Leads.
- l) Providing effective, relevant and ongoing training and development for all staff and Governors. We do this through a variety of external providers, including local authority, prevent leads, and local County Lines Officers, to ensure best practice. [Detail any other methods of training delivered to staff e.g. online training].
- m) Swiftly and effectively addressing any concerns and ensuring robust, timely referrals are made to other agencies. Ensuring effective links with relevant agencies in all matters regarding safeguarding and child protection.
- n) Reviewing and supporting students who are subject to child protection plans and contributing to the implementation of the plan.

1.5 Furthermore, Hillel Park School recognises that:

- Some students are at increased risk of abuse.
- Some students face additional barriers with respect to recognising or disclosing abuse.

1.6 The school is committed to recognising diversity and ensures anti-discriminatory practices. We ensure that all students have the same protection.

1.7 We give special consideration to students who:

- a) Have special educational needs (SEN) or disabilities (further information is in section 9)
- b) Are young carers.



- c) May experience discrimination due to their race, ethnicity, religion, gender identification, or sexuality.
- d) Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation.
- e) Are asylum seekers.
- f) Have English as an additional language.
- g) Are known to be living in difficult situations e.g. where there are issues at home, such as: substance abuse/misuse or domestic violence or where a family member has mental health needs.
- h) Are at risk due to either their own or a family member's mental health needs.
- i) Are within the care system and are looked after or previously looked after.

2. Safeguarding Children

2.1 Hillel Park School recognises that safeguarding covers a broad range of areas and it aims to achieve the following:

- a) Protecting children from maltreatment.
- b) Preventing impairment of children's health and/or development.
- c) Ensuring children are growing up in circumstances consistent with the provision of safe and effective care.
- d) Undertaking that role so as to enable children to have optimum life chances, so they can enter adulthood successfully.

2.2 As part of meeting child's needs Hillel Park School:

- a) Recognises the importance of information sharing between professionals and other agencies as vital in identifying and tackling all forms of child abuse, including the prevention of child sexual exploitation, trafficking, female genital mutilation, forced marriage, and radicalisation.
- b) Will ensure any fears about sharing information will not be allowed to stand in the way of protecting the safety and welfare of any child.
- c) Will identify students who may be suffering from significant harm and make child protection referrals.
- d) Identify students who need extra help and make appropriate referrals, including to early help service, to prevent concerns escalating.

2.3 Hillel Park School also understands the importance of contextual safeguarding, i.e. that incidents or behaviours can be associated with factors outside the school and can occur between children outside of school.

2.4 All staff should be considering the context within which such incidents and behaviours occur. This is known as contextual safeguarding and simply means that assessments should consider whether wider environmental factors are present in a child's life that area threat to their safety and/or welfare



3. Legislation and Guidance

3.1 This policy for Hillel Park School is derived from a variety of legislative provisions and statutory guidance. In particular it is based on good practice found in:

- a) Keeping Children Safe in Education (2019)
- b) Working Together to Safeguard Children (2018)
- c) Governance Handbook

3.2 Our safeguarding policy and procedures comply with all of this guidance and is updated with local arrangements agreed and published by the three local safeguarding partners.

3.3 The following legislation is also incorporated into this policy:

- a) The Children Act 1989 (and 2004 amendment), which gives a broad framework for the care and protection of children and includes provisions for Local Authority inquiries, care proceedings, and emergency provisions.
- b) Female Genital Mutilation Act 2003 S 5B(11), as inserted by section 74 of the Serious Crime Act 2015, places a statutory duty on teachers to report to the police where they discover/find that female genital mutilation (FGM) appears to have been carried out on a girl under 18. Responsibilities for safeguarding and supporting girls affected by FGM are found in Statutory guidance on FGM.
- c) The Rehabilitation of Offenders Act 1974 outlines provisions for when people with criminal convictions can work with children.
- d) Schools' "PREVENT" duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism can be found in: Statutory guidance on the Prevent duty.

3.4 Hillel Park School Policy reflects:

- a) The requirements of the Childcare (Disqualification).
- b) Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment). Regulations 2018 (referred to in this policy as the "2018 Childcare Disqualification Regulations").
- c) Childcare Act 2006, which set out who is disqualified from working with children.
- d) The provisions of the statutory framework for the Early Years Foundation Stage which deals with safeguarding and welfare in the childcare sector.

4. Responsibilities

4.1 Hillel School Park recognises that safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with children and their parents or carers has a role to play in safeguarding children.

4.2 All staff working (including visiting staff) in Hillel Park School are required to:

- a) Observe and comply with the staff code of conduct.



- b) Attend all relevant training and development provided by the school and be aware of all their responsibilities in line with Keeping Children Safe in Education 2019.
- c) Know how to deal with a disclosure. If a student discloses to a member of staff that they are being abused, the staff member should follow the guidance set out.
- d) Report instances of actual or suspected child abuse or neglect to the Designated Safeguarding Lead, or in their absence, the Deputy, in line with the Child Protection Procedures and legal duty for reporting FGM as set out in this policy.
- e) Understand the school's management policy and procedure and knows what to do in the event of an allegation made against someone working with children.
- f) Be alert to the signs of harm and abuse, including issues that can manifest themselves due to peer-on-peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults and sexting. Staff should follow the Child Protection Procedures with regards to peer-on-peer abuse as outlined in this policy.
- g) Follow the school's and Local Authority's procedures for dealing with pupils that go missing from education to help identify the risk of abuse and neglect and to help prevent the risks of their going missing in future, in accordance with Keeping Children Safe in Education, 2020. A child going missing from education, particularly on repeat occasions, can be a potential indicator of a well-being concern.
- h) Know the Designated and Deputy Safeguarding Lead's name and contact details including telephone numbers and email.
- i) Be aware of the early help process. This includes identifying emerging problems, liaising with the Designated Safeguarding Lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

4.3 The Governing Body will:

- a) Assess the impact of this policy in keeping children safe.
- b) Contribute any local, contextual information that may support children's safety and welfare.
- c) Appoint a nominated governor to liaise with the Head Teacher and Designated Safeguarding Lead (DSL) on Safeguarding issues.
- d) Receive and consider regular reports from the Head Teacher about the effectiveness of safeguarding and child protection at the school.
- e) Keep abreast of training to ensure that staff have the skills, knowledge and understanding necessary to keep all children safe.

4.4 The Head Teacher will:

- a) Be responsible for the implementation of this and all related policies procedures and training, ensuring that the outcomes are monitored.
- b) Ensure that whilst the activities of the Designated Safeguarding Lead (DSL) can be delegated to appropriately trained deputies, the ultimate lead responsibility for safeguarding and child protection, as set out below, remains with the DSL.



- c) Meet regularly with the DSL.
- d) Attend advanced training with an accredited provider.
- e) Ensure that all staff are vigilant to harm and abuse, are able to identify those students for whom there are child protection concerns, and can make appropriate referrals, including to early help services.
- f) Be alert to the signs of harm and abuse, including issues that can manifest themselves due to peer-on-peer abuse. This is most likely to include, but not limited to: bullying (including cyber bullying), gender-based violence/sexual assaults and sexting. Staff should follow the Child Protection Procedures with regards to peer-on-peer abuse as outlined in this policy.
- g) Appoint a designated teacher to promote the educational achievement and welfare of students who are looked after and to ensure that this person has appropriate training.
- h) Communicate clearly to school councillors, visitors, parents, and students so everyone understands the school's safeguarding policy and procedures.
- i) Appoint a DSL and Deputy DSL giving consideration to the range of responsibilities the DSL undertakes, e.g. the DSL needs to have the flexibility to act immediately on a referral that requires an urgent response and time to attend lengthy meetings or case conferences.
- j) Ensure that contact and role details of the DSL and Deputy DSL are clearly displayed in staff online areas and the website (along with this policy).
- k) Report to the Governing Body regularly regarding the effectiveness of safeguarding and implementation of related policy.
- l) Ensure safe recruitment practice is followed when recruiting for posts, and ensure appropriate action is taken when an allegation is made against a member of staff.
- m) Ensure all appropriate checks are made in relation to all staff, volunteers, and visitors, including Section 128 checks for School Governors.
- n) Ensure the school offers a safe environment via a robust health and safety policy and procedure to meet the statutory responsibilities for the safety of students and staff at the school.
- o) Ensure the relevant staffing ratios are met, where applicable.
- p) Make sure each child in the Early Years Foundation Stage is assigned a key person.

4.5 The Designated Safeguarding Lead is responsible for:

- a) Ensuring that all cases of suspected or actual problems associated with child protection are referred to the appropriate agencies in line with procedures set out in this policy, keeping the Head Teacher appraised.
- b) Ensuring the school's safeguarding policy and practice is relevant and consistent with the most recent statutory guidance.
- c) Being aware of the latest national and local guidance and requirements and keeping the Head Teacher and staff informed as appropriate.
- d) Attending accredited, enhanced training each year, as required to fulfil the role.



- e) Ensuring that appropriate training for staff is organised according to the agreed programme with the Head Teacher and renewed through ongoing professional development.
- f) Ensuring families are fully aware of the school policies and procedures and kept informed and involved.
- g) Ensuring that effective communication and liaison takes place between the school and the Local Authority, and any other relevant agencies, where there is a Safeguarding concern in relation to a student.
- h) Ensuring that all staff have an understanding of child abuse, neglect, and exploitation and their main indicators, including for looked after children and additional vulnerabilities of children with special educational needs and disabilities (SEND).
- i) Maintaining details of any looked after child's social worker and the name of the Virtual School Head (in the authority that looks after the child).
- j) Dealing with allegations of abuse in accordance with local and statutory procedures.
- k) Supporting the staff member in liaising with other agencies and setting up an interagency assessment as appropriate if early help is appropriate.
- l) Ensuring that adequate reporting and recording systems are in place.
- m) Liaising with the Governing Body's nominated governor for Safeguarding.
- n) Ensuring relevant records are passed on appropriately when students transfer to other schools, or are being educated at alternative provision or off-site education.
- o) Being aware of children who are or who may be living in a private fostering arrangement. The Local Authority Private Fostering Officer is known to the school and ensures liaison to support the welfare and safety of the child.
- p) Undertake the Children and Safeguarding Board Executive (GCSBE) annual safeguarding audit.
- q) Refer suspected cases, as appropriate, to the relevant body (local authority children's social care, Channel programme, Disclosure and Barring Service, and/or police), and support staff who make such referrals directly.
- r) The Designated and Deputy Safeguarding Lead will meet regularly with the Head Teacher to discuss safeguarding issues including outcomes and implementation of actions relating to case conferences and core groups and all current case work. Other key staff will be invited as appropriate. Safeguarding matters arising will be discussed routinely at each staff and/or Senior Leadership Team (SLT) meeting.
- s) Working with the relevant Virtual School Head to discuss how funding can be best used to support the progress of looked after children at the school and meet the needs identified in the student's personal education plan.
- t) Where pupils leave the school, the Designated Safeguarding Lead will ensure their child protection file is transferred appropriately to any new school as soon as possible but transferred separately from the main pupil file; ensuring secure transit and confirmation of receipt.
- u) In addition to the child protection file, the Designated Safeguarding Lead will also consider if it would be appropriate to share any information with the new school in advance of a pupils



leaving. For example, information that would allow the new school to continue supporting victims of abuse and have that support in place for when the pupil arrives.

5. Early Help

5.1 Any pupil might benefit from early help but all staff have the responsibility of recognising that there may be pupils with additional vulnerability who remain at higher risk of harm or abuse because of their existing vulnerability.

5.2 Therefore, all staff need to be particularly alert to the potential need for early help for pupils who:

- are disabled having specific additional needs
- has special educational needs (at any stage)
- is a young carer is showing early signs of abuse and/or neglect?
- is showing signs of being drawn into anti-social or criminal behaviour, including such as involvement with
- gangs and organised crime groups
- is frequently missing or goes missing from home or from care
- has returned home to their family from care
- is misusing drugs or alcohol themselves
- is at risk of modern slavery, trafficking or exploitation
- is at risk of being radicalised or exploited
- has family circumstances which presents a challenge for the child such as adult mental health problems,
- substance abuse
- is privately fostered

5.3 Contextual Safeguarding and Disclosure

5.4 All staff must also be aware that as well as threats to the welfare of pupils from within their families, wider environmental factors could be present in a pupil's life that are a threat to their safety and/or welfare.

5.5 Extra-familial harms takes a variety of different forms and children can be vulnerable to multiple harms, abuse and exploitation outside their families.

5.6 Children making a disclosure may do so with difficulty, having chosen carefully to whom they will speak. Listening to and supporting a pupil who has been abused can be traumatic for the adults involved. Support for you will be available from your Designated Safeguarding Lead or the Deputy Designated Safeguarding Lead. They can access further professional support if this is felt necessary.

5.6.1 Safeguarding children raises issues of confidentiality that must be clearly understood by all staff and volunteers in school. Hillel Park School recognises that the only purpose of confidentiality in this respect is to benefit the pupil.



- 5.6.2 All staff in schools, both teaching and non-teaching staff, have a responsibility to share relevant information about the protection of pupils with other professionals, particularly children's social care and the Police.
- 5.6.3 If a pupil wishes to confide in a member of staff and requests that the information is kept secret, the member of staff/volunteer will tell the pupil, in an appropriate manner to the individual needs of the pupil, that they cannot promise confidentiality and may need to pass the information on to help keep the pupil or others safe.
- 5.7 Hillel Park school recognises that the different relationships that pupils form in their neighbourhoods, in their peer groups and online can feature and promote illegal and negative content. Therefore, we aim to rigorously foster an environment where the influence of peer groups in school is not greater than that of the law or the school's conduct code, in accordance to biblical principles, to help to minimise potential risk or harm to pupils.
- 5.8 If a pupil has a significant negative influence on other pupils, the Head Teacher has the right to seek to permanently exclude the pupil.

6. Peer on Peer Abuse

- 6.1 We recognise that children are capable of abusing their peers. Peer on peer abuse can take many forms and any concerns raised will be investigated and dealt with appropriately.
- 6.2 No peer-on-peer abuse should be tolerated or minimised as part of growing up and all those involved will be provided with an appropriate level of support.
- 6.3 It is understood that those pupils who have experienced abuse in their own lives may in turn abuse others.
- 6.4 We recognise that this requires a considered and sensitive approach in order that the pupil can receive appropriate help and support.

7. Use of Reasonable Force

- 7.1 There are circumstances when it is appropriate for staff in schools to use reasonable force to safeguard pupils. Section 93 of the Education and Inspections Act, 2006 enables school staff to use 'reasonable force' to prevent a pupil from:
- Committing any offence (or, for a pupil under the age of criminal responsibility, what would be an offence for an older pupil);
 - Causing personal injury to, or damage to the property of, any person (including the pupil him/herself); or
 - Prejudicing the maintenance of good order and discipline at the school or among any pupils receiving education at the school, whether during the teaching session or otherwise.
- 7.2 The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain pupils. This can range from guiding a pupil to safety by the arm, to more extreme circumstances such as breaking up a fight or where a pupil needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no



more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

- 7.3 Section 246 of the Apprenticeship, Skills, Children and Learning Act, 2009 requires the responsible body to ensure that a procedure is in place for recording each significant incident in which a member of staff uses force on a pupil; and reporting each such incident to each parent of the pupil as soon as practicable after the incident. The member of staff must not report the incident to a parent if it appears to that member of staff that doing so would be likely to result in significant harm to the pupil. If that is the case, or if there is no parent of the pupil to whom the incident could be reported, then the incident must be reported to the local authority where the pupil lives.

8. Allegations Involving Staff

- 8.1 Hillel Park School recognise that although the vast majority of adults who work with children aim to provide a safe and supportive environment, it must be recognised that there are adults who will deliberately seek out, create or exploit opportunities to abuse children. It is therefore essential that, alongside a stringent recruitment process, a clear process is employed for the investigation and resolution of allegations made against staff and volunteers.
- 8.2 A safeguarding complaint involving a member of staff must be reported to the Headteacher immediately. Where there are concerns about the Head Teacher, this should be referred to the Governor of the School Board.
- 8.3 As with all other concerns about the welfare of pupils, the member of staff receiving the allegation should make a written record of the allegation using the informant's exact words - including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Head Teacher.
- 8.4 In the event of allegations of abuse being made against a proprietor of the school, allegations should be reported directly to the Governors and Local Authority.



9. Appendix A – Related Safeguarding Legislation

In order to safeguard and promote the welfare of our pupils, the following legislation, documents, circulars and guidance for good practice govern all our child protection work at Hillel Park School:

- <https://www.gov.uk/topic/schools-colleges-childrens-services/safeguarding-children>
- <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- <https://www.local.gov.uk/topics/children-and-young-people/safeguarding-children>
-