



Hove Park School
"Together We Achieve"

Nevill Campus: Nevill Rd, Hove, East Sussex, BN3 7BN
Tel: +44 (0)1273 295000/1 Fax: +44 (0)1273 295009

Valley Campus: Hangleton Way, Hove, East Sussex, BN3 8AA
Tel: +44 (0)1273 295002/3 Fax: +44 (0)1273 294994

Email: office@hovepark.org.uk

Mr Jim Roberts - Headteacher

POLICY TITLE:	Safeguarding and Child Protection Policy and Procedures
Policy last updated:	September 2024
Policy review date:	September 2026

Key Contacts

Role	Name	Contact details
All external safeguarding enquiries and concerns	Safeguarding Team	safeguarding@hovepark.org.uk
Designated Safeguarding Lead	Nansi Mellor	01273 082871 nmellor@hovepark.org.uk
Safeguarding Officer	Chloe Griffin	01273 082869 cnorris@hovepark.org.uk
Deputy Designated Safeguarding Lead and SENDCO	Lauren Pinney	01273 082875 lpinney@hovepark.org.uk
Headteacher	Jim Roberts	01273 082817 jroberts@hovepark.org.uk
Director of Key Stage 3	Emma Satterly	esatterly@hovepark.org.uk
Director of Key Stage 4	Tom Lowrie	tlowrie@hovepark.org.uk
SEND and Safeguarding Support Officer	Michelle Cox	01273 082841 mcox@hovepark.org.uk
Nominated governor for Safeguarding	Jane Griffiths	jgriffiths@hovepark.org.uk
Chair of Governors	Paul Williams	pwilliams@hovepark.org.uk
Designated Teacher for Looked After Children (LAC) or Previously in Care (PiC)	Neil Wickens	nwickens@hovepark.org.uk

Key External Contacts

Local Authority Designated Officer (LADO)	Kate Whitecroft	01273 295643 / 07880 043363 ladoenquiries@brighton-hove.gov.uk
Children's Social Care – for reporting concerns	Front Door for Families	01273 290400 frontdoorforfamilies@brighton.gcsx.gov.uk
	Emergency Duty Service – after hours, weekends and public holidays	01273 335905 or 335906
Brighton and Hove Safeguarding Children Partnership (BHSCP)	01273 290400	
Sussex Police Youth Engagement Team	Dial 101 Extension 550104 BrightonYouthTeam@sussex.police.uk	
Prevent partners and advice about extremism	01273 291115 Channel.prevent@brighton-hove.gov.uk	

Contents

1	Introduction	Page 3
2	Our Aims and Ethos	Page 3
3	Scope	Page 4
4	The Legal Framework	Page 4
5	Publication and Availability	Page 5
6	Roles and Responsibilities	Page 5
7	Supporting Young People and Children	Page 6
8	Safeguarding Response and Reporting Procedure	Page 7
9	Record keeping	Page 7
10	Safer Recruitment	Page 8
11	Staff Induction and Ongoing Training	Page 8
12	Specific safeguarding Issues	Page 10
13	Searching, Screening and Confiscation	Page 10
14	Contractors, Service & Activity Providers & Work Placement Providers	Page 10
15	Filtering and Monitoring	Page 11
16	Student support and teaching	Page 11
17	Information sharing and multi-agency working	Page 12
18	Home visits	Page 13
19	Whistle Blowing and Complaints	Page 13
20	Site Security	Page 14
21	Monitoring and Review	Page 14
Appendix A	Disclosures and the Role of the Designated Safeguarding Lead	Page 16
1	Managing Disclosures	Page 16
2	Record Keeping	Page 16
3	Multi-agency working and record keeping	Page 17
4	The Role of the DSL	Page 18
5	Duties and Responsibilities	Page 18
Appendix B	Specific safeguarding Issues	Page 21
Appendix C	Managing allegations of abuse made against school staff, supply staff, or volunteers flowchart	Page 22
Appendix D	Links to statutory and non – statutory legislation and guidance.	Page 23

Child Protection and Safeguarding Policy

1 Introduction

This is the Safeguarding Policy and Procedures of Hove Park School

- 1.1 Child protection forms a part of safeguarding with a focus on children identified as suffering or likely to suffer significant harm or abuse. Child protection procedures outline how to respond to concerns about a child.
 - 1.1.1 Safeguarding children is the action we take to promote the welfare of children and protect them from harm and is defined in *Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children (July 2018)* as:
 - 1.1.2 Protecting children from maltreatment
 - 1.1.3 Preventing impairment of children's mental and physical health or development
 - 1.1.4 Taking action to enable children to have the best outcomes
 - 1.1.5 'Significant harm' is the threshold that justifies compulsory intervention in the family in the best interests of the child. Section 31 of the Children Act 1989 states 'where the question of whether harm suffered by a child is significant turns on the child's health or development, his health or development shall be compared with that which could reasonably be expected of a similar child.'
 - 1.1.6 For more definitions, see the *Pan-Sussex Child Protection and Safeguarding Procedures*.
 - 1.2 *Safeguarding children and young people is everyone's responsibility.* Our school is a community and all those directly connected, staff members, governors, parents, families and students, have an essential role to play in making it safe and secure.
 - 1.3 Our students' welfare is our paramount concern. The governing body will ensure that our school will safeguard and promote the welfare of students and work together with other agencies to ensure that our school has adequate arrangements to identify, assess and support those children and young people who are suffering or likely to suffer harm or abuse.

2 Our Aims and Ethos

- 2.1 We believe that our school should provide a caring, positive and stimulating environment that promotes a whole school culture of safety, equality and protection as well as valuing the emotional, mental health and wellbeing of the student.
- 2.2 Every student should feel safe and protected from any form of abuse and neglect and we strive to actively promote the wellbeing of all students at Hove Park School.
- 2.3 We recognise the importance of the school working in a trauma-informed way, based on the understanding that a child's experiences of adversity and trauma can have long-term impact and leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.
- 2.4 We recognise the importance of providing an environment within our school that will help children and young people feel safe and respected. We recognise the importance of enabling children and young people to talk openly and to feel confident that they will be listened to.
- 2.5 We recognise that all adults within the school, including permanent and temporary staff, volunteers and governors, have a full and active part to play in protecting our students from harm.
- 2.6 We will work with parents to build an understanding of the school's responsibilities to ensure the welfare of all children and young people, including the need for referrals to other agencies in some situations.

- 2.7 We aim to have clear procedures in place for dealing with and referring concerns about the welfare of any individual and / or allegations of abuse, neglect and/ or exploitation.
- 2.8 We aim to raise staff awareness about the School's safeguarding expectations and ensure staff are competent and confident in carrying out safeguarding responsibilities and feel supported in this role.

3 Scope

- 3.1 In line with the law, this policy defines a 'child' as any student under the age of 18 but applies to all students in the school even if they have passed their 18th birthday.
- 3.2 This policy is designed to address the specific statutory obligations on the school to safeguard and promote the welfare of children.
- 3.3 This policy applies to all members of staff in our school, including all permanent, temporary and ancillary staff, governors, volunteers, contractors and external service or activity providers.
- 3.4 This policy applies at all times where students or staff are away from the school on school arranged activities, whether or not this is during school opening hours, a bank holiday or school holiday. The school working day is defined as being within term time, as Monday – Friday, the start being 08:30 and the end being 15:00. The term dates are published on the school website.
- 3.5 We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy or Anti-Bullying Policy when appropriate.
- 3.6 We are mindful of the need to follow published guidance and to seek advice and support from other professionals when appropriate. We will report directly to police when guidance indicates that a criminal offence may have been committed.

4 The Legal Framework: Statutory guidance and non-statutory advice

- 4.1 Education Act 2002
- 4.2 Children Act 2004
- 4.3 Equality Act 2010
- 4.4 Children and Social work Act 2017
- 4.5 Data Protection Act 2018 and the UK General data Protection Regulation (UK GDPR)
- 4.6 Human Rights Act 1998
- 4.7 *This policy and the accompanying procedures have been developed in accordance with the local and national statutory and non-statutory guidance and procedures. This includes:*
 - 4.7.1 Working Together to Safeguard Children (HM Government, December 2023)
 - 4.7.2 Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2024
 - 4.7.3 Pan-Sussex Child Protection and Safeguarding Procedures
 - 4.7.4 Relationships Education, Relationships and Sex Education (RSE) and Health Education, February 2019 (updated, September 2021)
 - 4.7.5 Revised Prevent Duty Guidance for England and Wales (HM Government , April 2021)
 - 4.7.6 Channel duty guidance : Protecting vulnerable people from being drawn into Terrorism (HM Government , 2023)
 - 4.7.7 Children missing in Education (DfE, September 2024)
 - 4.7.8 Working together to improve school attendance (DfE, August 2024)

- 4.7.9 Educate against hate (HM Government 2018)
- 4.7.10 Multi-agency statutory advice on female genital mutilation (HM Government , July 2022)
- 4.7.11 Searching, screening and confiscation (DfE, July 2022)
- 4.7.12 Child sexual exploitation : definition and a guide for practitioners' local leaders and decision makers to protect children from child sexual exploitation (DfE, February 2017)

4.8 School policy and procedures

The following school policies and procedures are also relevant to this policy:

- 4.8.1 Code of Conduct for staff
- 4.8.2 ICT Acceptable use policy for Staff
- 4.8.3 ICT Acceptable use policy for students
- 4.8.4 Whistleblowing Policy
- 4.8.5 Recruitment and Selection Policy
- 4.8.6 Behaviour Policy
- 4.8.7 Attendance Policy
- 4.8.8 Equalities Policy
- 4.8.9 SEND policy
- 4.8.10 Health and Safety Policy
- 4.8.11 Anti-Racism Policy

5 Publication and availability

- 5.1 This policy is published on the school website
- 5.2 This policy is available in hard copy on request.
- 5.3 This policy can be made available in large print or other accessible format on request.
- 5.4 This policy and all policies referred to within it are available to staff online.

6 Roles and Responsibilities

- 6.1 *Safeguarding and promoting the welfare of children is everyone's responsibility.*
- 6.2 The school's lead person with overall responsibility for child protection and safeguarding is the **Designated Safeguarding Lead**. We have one Designated Safeguarding Lead to ensure there is appropriate cover for this role at all times. The Designated Safeguarding Lead is a member of the school's Senior Leadership Team. References to the DSL include the Deputy DSL (DDSL) where the DSL is unavailable. The Designated Safeguarding Lead's responsibilities are described in Appendix A.
- 6.3 **Safeguarding Team** is a team of four to six teaching staff whom, along with have wider responsibilities for the school, also address and manage safeguarding concerns under the overall supervision of the DSL. The team also includes other designated support staff.
- 6.4 The school has a **Designated Teacher** for Children in Care and Previously in Care who has overall responsibility for promoting the educational achievement of looked-after children and previously looked-after children who are no longer looked after in England and Wales because they are the subject of an adoption, special guardianship or child arrangements order, or were adopted from 'state care' outside England and Wales.

- 6.5 The school has a **Nominated Governor** responsible for safeguarding to champion good practice, to liaise with the head teacher and to provide information and reports to the governing body.
- 6.6 The **Case Manager for dealing with allegations** of abuse made against school staff members is the **Head Teacher**. The case manager for dealing with allegations against the head teacher is the chair of governors. The procedure for managing allegations is detailed in Appendix C. The head teacher will ensure that the policies and procedures adopted by the governing body are fully implemented and sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities.
- 6.7 The **Governing Body** is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day-to-day practice.
- 6.8 The **Designated Officer** means designated officer at the Local Authority (often referred to as the LADO). The designated officer has overall responsibility for oversight of the procedures for dealing with allegations, resolving inter agency issues and for liaison with the three safeguarding partners (Local Authority, Integrated Care Partners and Police)
- 6.9 **All staff members, governors, volunteers and external providers** know how to recognise signs and symptoms of abuse, how to respond to students who disclose abuse and what to do if they are concerned about a child or young person. References to staff include all those who work for or on behalf of the school regardless of their employment status, including supply staff, contractors, volunteers and governors.

7 **Supporting Children and Young People**

- 7.1 We recognise the significant impact of trauma on children/young people and families. We recognise that children/young people who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helpless, humiliated and some sense of blame. Our school may be the only stable, secure and predictable element in their lives.
- 7.2 We accept that the behaviour of a child/young person in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn. We understand the need to work in a trauma-informed way with these children and their families.
- 7.3 We recognise that children and young people can be at risk in a range of contexts (community, home, school, referred to as contextual safeguarding) and from their peers and not just from adults. We understand that all children and young people involved in peer-on-peer abuse need protection and support.
- 7.4 Our school will support all students by:
 - 7.4.1 ensuring the content of the curriculum includes social and emotional aspects of learning, drug, alcohol and tobacco education and relationships and sex education;
 - 7.4.2 ensuring a comprehensive curriculum response to online safety, enabling children, young people and parents/carers to learn about the risks of new technologies and social media and to use these responsibly;
 - 7.4.3 ensuring that child protection is included in the curriculum to help children and young people to stay safe, recognise when they do not feel safe and identify who they might or can talk to;
 - 7.4.4 building resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views;
 - 7.4.5 providing students with a number of appropriate adults to approach if they are in difficulties
 - 7.4.6 supporting the development of children and young people in ways that will foster security, confidence and independence;

- 7.4.7 encouraging development of self-esteem and self-assertiveness while not condoning aggression or bullying;
- 7.4.8 ensuring all staff understand their responsibility for safeguarding and know what to do if they have a concern for a child or young person's wellbeing
- 7.4.9 ensuring that all staff understand the additional safeguarding issues of children and young people with special educational needs and disabilities and how to address them
- 7.4.10 ensuring that all staff are aware of the early help process, and understand their role in it, including acting as the lead professional where appropriate.
- 7.4.11 liaising and working together with other support services and those agencies involved in safeguarding children and young people;
- 7.4.12 monitoring attendance patterns and reviewing and responding to them as part of welfare and protection procedures;
- 7.4.13 monitoring those who have been identified as having welfare or protection concerns and providing appropriate support; and
- 7.4.14 participating in Operation Encompass, so that we receive notification from police of domestic abuse incidents involving children (incidents in which a child was present, ordinarily resides at the incident location or with an involved party); our participation will be publicised on our website.

8 Safeguarding response and reporting procedure

- 8.1 We have developed a structured procedure in line with *Pan-Sussex Child Protection and Safeguarding Procedures Manual* which will be followed by all members of the school community in cases of suspected abuse.
 - 8.1.1 In line with the procedures, the Front Door for Families will be notified as soon as there is a significant concern.
 - 8.1.2 The name of the Designated Safeguarding Lead will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
 - 8.1.3 We will ensure all parents and carers are aware of the responsibilities of staff members to safeguard and promote the welfare of children and young people and act in their best interests. We will do this by publishing the policy and procedures on our website and by referring to them in our introductory school materials.

9 Record Keeping

- 9.1 We will ensure that records are maintained appropriately for children and young people with safeguarding concerns and that confidential, stand-alone files are created and maintained.
- 9.2 All concerns, discussions and decisions made and the reasons for those decisions will be recorded in writing by staff utilising CPOMS.
- 9.3** Information should be kept confidential and stored securely with the following information included as a minimum:
 - 9.4 A clear and comprehensive summary of the concern;
 - 9.5 Details of how the concern was followed up and resolved;
 - 9.6 A note of any action taken, decisions reached and the outcome
 - 9.7 We will continue to support any student leaving the school about whom there have been concerns by ensuring that all appropriate information, including child protection and welfare concerns, is forwarded under confidential cover to the student's new school or college as a matter of priority.

- 9.8 All records created in accordance with this policy are managed in accordance with the school's policies that apply to the retention and destruction of records.
- 9.9 Information created in connection with this policy may contain personal data .The school's use of this personal data will be in accordance with data protection law.

10 Safer Recruitment

- 10.1 We will prevent people who pose risks to children from working in our school by ensuring that all individuals working in any capacity at our school have been subjected to 'safer recruitment' checks in line with the statutory guidance Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2024.
- 10.2 All staff and volunteers working directly with students will be required to have an Enhanced Disclosure and Barring Service (DBS) checks including barred list checks where required under legislation.
- 10.3 We will ensure that agencies and third parties supplying staff provide us evidence that they have made the appropriate level of safeguarding check on individuals working in our school. We will also ensure that any agency worker presenting for work is the same person on whom the checks have been made.
- 10.4 School Governors are also subject to Enhanced DBS checks.
- 10.5 Our job advertisements and application packs will make explicit reference to the school's commitment to safeguarding children, including compliance with disclosure and barring regulations and clear statements in the job description and person specification about the staff member's safeguarding responsibilities.
- 10.6 We will ensure that at least one member of every interview panel has completed safer recruitment training.
- 10.7 We have a procedure in place to handle allegations against members of staff, supply staff and volunteers in line with Keeping Children Safe in Education 2024, Part 4 (from page 92)
- 10.8 All safer recruitment checks will be recorded and maintained by the HR or Business Manager on the Single Central Record (SCR)
- 10.9 Safer Recruitment procedures should be read and followed in accordance with Keeping Children Safe in Education 2024, Part 3 (From page 56)

11 Staff Induction and ongoing training

- 11.1 The school ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.
- 11.2 The level and frequency of training depends on the individual role of the member of staff .
- 11.3 The school maintains records of all staff training.
- 11.4 All training will be carried out in accordance with Brighton and Hove Safeguarding Children Partnership (BHSCP) where possible
- 11.5 All staff, including temporary staff and volunteers will be provided with induction training that covers and includes:
 - a) This policy;
 - b) The role identity and contact details for the DSL and their deputies;
 - c) Behaviour Policy;

- d) Anti-bullying policy (which includes details of the school's policy on cyber bullying and prejudice based bullying and discriminatory bullying);
 - e) Staff Code of Conduct (including the Whistle Blowing Policy, Staff Social Media Policy and IT Acceptable Use Policy, Lone Working Policy);
 - f) The Anti- Racism and Equalities policies
 - g) A copy of Annex A of the KCSIE to those staff who do not work directly with children
 - h) A copy of Part 1, and where appropriate Annex B of the KCSIE for school leaders and those who work directly with children ;
 - i) Appropriate Prevent duty training ; and
 - j) Expectations, applicable roles and responsibilities in relation to filtering and monitoring
- 11.6 On completion of the induction, the staff member is asked to complete a form acknowledging that that are:
- a) Aware of the identity of the DSL
 - b) Know what to do in the event of hearing a safeguarding disclosure or allegation or observing anything that leads them to suspect a child is at risk of significant harm;
 - c) Understands expectations and has read the Staff Code of Conduct;
 - d) Has received, read and understood this Safeguarding Policy
 - e) Has received, read and understood the guidance in Part 1 of KCSIE (Annex A or B, whichever is appropriate)
 - f) A log is kept of the above on the SCR and stored with the HR or Business Manager
- 11.7 The Head and all staff members, including volunteers with undertake appropriate safeguarding training at least annually and following consultation with the Brighton and Hove safeguarding Children Partnership (BHSCP). In addition, all staff will receive informal safeguarding updates including online safety via email, bulletins and staff meetings on a regular basis (at least annually).
- 11.8 The Designated Safeguarding Lead and any Deputy Designated Safeguarding Lead will undergo child protection training, when appointed to post and then undertake 'refresher' training every two years. The DSL training must include inter-agency working. In addition, knowledge and skills should be refreshed at regular intervals and at least annually to keep up to date with any updates to the KSCIE.
- 11.9 Prevent awareness training must be updated every two years and be consistent with the Government's Prevent strategy ('Educate against Hate').
- 11.10 All school staff, as part of annual refresher training, will be required to read Part 1 of Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, and Annex A if their role involves direct work with children
- 11.11 The nominated governor for safeguarding will undergo appropriate training prior to or soon after appointment to the role; this training will be updated every two years. Local Authority guidance is that it is best practice that the Safeguarding Governor is not a Parent Governor. All Governors should receive annual safeguarding training, specific
- 11.12 to the school and in addition to the Local Authority mandatory training, to equip them with the appropriate knowledge to test and assure themselves that the safeguarding policies and procedures in place are effective and support a whole school approach to safeguarding.
- 11.13 We will ensure that staff members provided by other agencies and third parties, e.g. supply teachers, have received appropriate child protection training commensurate with

their roles before starting work. They will be given the opportunity to take part in whole-school training if it takes place during their period of work for the school.

- 11.14 All staff should receive appropriate training on online safety, searching students for prohibited and banned items and preventing people from being drawn into terrorism and extremist views. Such training should be included as part of all new staff's induction and will be updated as appropriate in line with BHSCP advice.
- 11.15 The school will assess the appropriate level and focus of staff training and responsiveness regarding specific safeguarding concerns such as radicalisation, peer on peer abuse, harmful sexualised behaviour, child criminal and sexual exploitation, female genital mutilation, cyberbullying, prejudiced based and discriminatory bullying and mental health.
- 11.16 The school will maintain accurate records of satisfactory completion of all staff child protection and safeguarding training and this will be the responsibility of the HR or Business Manager
- 11.17 As part of our commitment to safeguarding training and UK GDPR, we will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent. This is covered in greater detail in Appendix A and Appendix B.

12 Specific Safeguarding Issues

- 12.1 School staff need to be aware of specific safeguarding issues, as identified in *Keeping Children Safe in Education (KCSIE)*. Chapter 8 of the *Pan-Sussex Child Protection and Safeguarding Procedures* has detailed information about local procedures for some specific issues.
- 12.2 KCSIE 2024 identifies 'specific safeguarding issues' (including peer – on- peer concerns) and contains additional information about these. See Appendix B

13 Searching, screening and confiscation

- 13.1 The school has a number of powers with regard to the searching of pupils, as outlined in the Department for Education's guidance. The guidance covers a number of important areas, including powers to search without consent, prohibited items school can search for, and the powers to confiscate items found during searches. See Appendix B for links to guidance.
- 13.2 Searching can play a critical role in ensuring that the school is a safe environment. It is a vital measure to safeguard and promote staff and pupil welfare. The Headteacher (or their representative) and staff are authorised to have a statutory power to search a pupil or their possessions where they have reasonable grounds to suspect that the pupil may have a prohibited item, or any other item that the school deems or identifies as an item which may be searched for. Further details regarding this are within the school Behaviour Policy.

14 Contractors, Service and Activity Providers and Work Placement Providers

- 14.1 We will ensure that external providers are aware of our school's safeguarding policy and procedures. In relevant cases, we will require that employees, volunteers and students (e.g University student teachers) have undertaken safeguarding training and that they will use our procedure to report concerns and abide by our Safeguarding Policy and visitor's procedures when on site.

- 14.2 We will ensure that contractors are aware of our school's child protection policy and procedures. We will require that employees provided by these organisations use our procedure to report concerns. In some cases there will be a requirement that contracted staff (e.g cleaning and canteen staff) who attend our site(s) regularly and have direct contact with students, will undergo school specific safeguarding training.
- 14.3 We will seek confirmation that contractors, employees, students and volunteers provided by these organisations and working with our young people have the appropriate safeguarding checks and/or insurances in line with Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2024. If assurance is not obtained, permission to work with our students use our school premises may be refused.
- 14.4 When we commission services from other organisations, we will ensure that compliance with our policy and procedures is a contractual requirement.
- 14.5 With regards to individuals and agencies attending to conduct 1-2-1 work with our young people, refer to our Lone Working Policy and visitors procedures

15 Filtering and Monitoring

- 15.1 The DSL is expected to take lead responsibility for this and this should be explicit in the role holders job description.
- 15.2 All staff should receive training on understanding of expectations, applicable roles and responsibilities in relation to filtering and monitoring.
- 15.3 The school follows the recently published guidance on filtering and monitoring -meeting digital and technology standards in schools and colleges (DfE 2023) as well as KCSIE by:
 - 15.3.1 Identifying and assigning roles and responsibilities to manage filtering and monitoring systems
 - 15.3.2 Reviewing filtering and monitoring provisionally at least annually
 - 15.3.3 Blocking harmful and inappropriate content without unreasonably impacting teaching and learning
 - 15.3.4 Having effective monitoring strategies in place that meet their safeguarding needs.
 - 15.3.5 Further details can be found in the DfE guidance :
<https://www.gov.uk/guidance/meeting-digital-and-technology-standards-in-schools-and-colleges/filtering-and-monitoring-standards-for-schools-and-colleges>

16 Student support and teaching

- 16.1 The school recognises that, in some instances, school may be the only consistent, safe and predictable entity in a student's life. The school will endeavour to support students through:
 - 16.1.1 The content of the curriculum
 - 16.1.2 Aims and Ethos promoting a positive, secure environment and giving a sense of being valued
 - 16.1.3 Ensuring students know that some behaviour is unacceptable and what to do if they have concerns about the behaviour or someone else (e.g peers, family or staff)
 - 16.1.4 Multi agency liaison and information sharing, where appropriate

- 16.2 The school teaches students about safeguarding through the curriculum and PSHE. This includes behavioural risks, particularly online, building resilience to protect themselves or peers, fostering healthy and respectful relationships with others and providing information about how they can obtain help.
- 16.3 Relevant issues should be covered through Relationships and Sex Education (RSE) as part of PSHE.
- 16.4 School acknowledges that any approach must be personalised and contextualised and that this may particularly be the case for more vulnerable students, victims of abuse and some students with SEND.
- 16.5 Students are taught about harmful sexualised behaviour, including violence and sexual harassment through RSE and PSHE appropriate to age and stage of development. It will tackle issues such as healthy and respectful relationships, boundaries and consent, gender roles, stereotyping, prejudice and equality, body confidence and self esteem, the sharing of explicit images, how to recognise abusive relationships including controlling and coercive behaviour, concepts and laws relating to sexual consent, sexual exploitation, abuse, grooming, harassment, rape, domestic abuse, "honour based" violence and how to access support, what constitutes sexual harassment and sexual violence and why this is always unacceptable
- 16.6 Students are given an opportunity to talk about safeguarding issues within the classroom environment and are made aware of the processes by which any concerns they have can be raised. Apart from face to face contact with staff, the means by which a concern can be raised is also highlighted as part of a yearly year group assembly, posters, QR codes and an IPAD app.
- 16.7 The safe use of technology is a focus in all areas of the curriculum and online safety is reinforced as part of assemblies, tutorials and pastoral support so that students can keep themselves safe online.
- 16.8 The school keeps in regular contact with parents and carers to reinforce the importance of online safety and make them aware of the systems in place to filter and monitor online use and sites students can, or cannot, access whilst connected to the school network. Also refer to the Acceptable Use policy

17 Information Sharing and Multi agency working

- 17.1 The school will treat all safeguarding information with an appropriate level of confidentiality, only involving others where appropriate. We will act in order to safeguard and promote the welfare of others.
- 17.2 The school understands that information sharing is essential for effective safeguarding and promoting the welfare of children and young people, including their educational outcomes. Fears about sharing information will not obstruct the need to promote the welfare, and protect the safety of students which is always our paramount concern. Schools have clear powers to share, hold and use information for these purposes and the UK GDPR and Data Protection Act provide a framework to ensure that personal information is shared appropriately.
- 17.3 We will develop and promote effective working relationships with other agencies, including agencies providing early help services to children and young people, the police and Children's Social Work Services. The school will co-operate with these agencies to ensure that all relevant information is shared for the purposes of assessments and child protection investigations under the Children Act 1989.
- 17.4 We will ensure that relevant staff members participate fully in multi-agency meetings that support particular children/young people and families, including but not limited to child

protection conferences and core groups, child in need network meetings, early help meetings, and strategy discussions.

- 17.5** We will participate in Child Safeguarding Practice Reviews, other reviews and audits as and when required to do so by the Brighton and Hove Safeguarding Children Partnership. We will ensure that we have a clear process for gathering the evidence required for reviews and audits, embedding recommendations into practice and completing required actions within agreed timescales.
- 17.6** Whilst school will share information with those involved where and when is appropriate to do so, on occasions we may be unable to for reasons of data protection and confidentiality, for example because to do so may pose a risk of harm to others or because it has been prohibited by external agencies.
- 17.7** When the school receives a request for safeguarding information (e.g subject access request from apparent or agency) the school will carefully consider it's response to make sure that any disclosure is in accordance with its obligations under UK GDPR and the Data Protection Act 2018. Refer also to the school Data Protection Policy

18 Home visits

- 18.1** Within statutory attendance guidance, home visits will form part of the school's approach to attendance. They will form an essential part of the normal school routine and will be carried out consistently to ensure pupils are being safeguarded appropriately.
- 18.2** Home visits come from a place of genuine care and concern for the young person. If a student does not attend school and hasn't been seen for a number of days, it is the school's duty to find out why and to ensure that the young person is safe from harm.
- 18.3** Home visits will be conducted in a way which is support-focussed and should not be viewed as punitive or judgemental. They are an opportunity to engage with families in their own setting and determine if support is needed or would be beneficial.
- 18.4** The safety of our staff when they conduct home visits is tantamount. It is best practice that home visits are conducted by two members of staff, during school hours and preferably within daylight hours. All home visits will be documented and as a minimum requirement must state the names of those attending, the date and time and the information discussed.
- 18.5** Following the home visit, it may be necessary to make referrals or share information within the school setting and/or refer to other agencies. On some occasions this will trigger the need for children's social care to become involved with the family to ensure the right support is put in place.

19 Whistle-Blowing and Complaints

- 19.1** We recognise that children and young people cannot be expected to raise concerns in an environment where staff members fail to do so.
- 19.2** We will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If necessary, they will speak with the head teacher, the chair of the governing body or with the Local Authority Designated Officer (LADO).
- 19.3** Should staff not feel able to raise concerns they can call the NSPCC whistleblowing helpline on 0800 028 0285 or help@nspcc.org.uk or Protect, an independent whistleblowing charity, previously known as Public Concern at Work (helpline: 020 3117 2502, email: whistle@protect-advice.org.uk, website: www.pcaw.co.uk)

- 19.4 We have a clear reporting procedure for children, young people, parents/carers and other people to report concerns or complaints, including abusive or poor practice.
- 19.5 We will actively seek the views of children, young people, parents/carers and staff members on our child protection arrangements through surveys, questionnaires and other means.
- 19.6 Please also refer to the Allegations against Staff policy.

20 Site Security

- 20.1 All staff members have a responsibility to ensure our buildings and grounds are secure and for reporting concerns that may come to light.
- 20.2 Secure physical boundaries are in place at both sites as well as an electronic visitor's system being in place.
- 20.3 We check the identity of all visitors and volunteers coming into school. Visitors are expected to sign in and out at Reception using the electronic visitor's system and to display a visitor's badge while on the school site. Any individual who is not known or identifiable will be challenged. Any adults without appropriate checks in place will be accompanied at all times by a member of staff.
- 20.4 All visitors must sign on the electronic visitor's system, to state they have read the safeguarding and health and safety statements before being granted access to the site.
- 20.5 All visitors must sign out when leaving the site so as not to negatively impact other procedures e.g. fire safety. All visitors' cards and lanyards must also be returned.
- 20.6 The school will not accept the behaviour of any individual, parent or anyone else, that threatens school security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school site.
- 20.7 Site security is primarily covered in the school Health and Safety Policy.

21 Monitoring and Review

- 21.1 This policy and the implementation of these procedures are updated and reviewed regularly. The DSL should update the Senior Leadership Team regularly on the operation of the school's safeguarding arrangements. All other linked policies will be reviewed in line with the policy review cycle.
- 21.2 The Designated Safeguarding Lead will ensure that staff members are made aware of any amendments to policies and procedures.
- 21.3 This policy will be updated whenever needed to ensure that it remains up to date with safeguarding issues as they emerge and evolve, including in relation to lessons learnt.
- 21.4 The DSL will work with the Governing Body to ensure a regular written report is made addressing how the policy is kept up to date, staff training in safeguarding, referral information and issues and themes which may have emerged and have been handled. The Governing Body will also review the report, the policy and implementation of its procedures and consider the proposed amendments to the policy before giving the revised policy its approval.
- 21.5 We will ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures. This will include periodic audits of child protection files and records by the Designated Safeguarding Lead.

- 21.6 We will complete an audit of the school's safeguarding arrangements at frequencies specified by the Brighton and Hove Safeguarding Children Partnership and using the audit tool provided for this purpose.
- 21.7 This policy and the implementation of these procedures are reviewed regularly by the Governing Body. The school's senior management and the governing body will ensure that action is taken to remedy without delay any deficiencies and weaknesses identified in safeguarding arrangements.

Appendix A – Disclosures and the Role of the Designated Safeguarding Lead

See also Keeping Children Safe in Education 2024 Annex C: Role of the Designated Safeguarding Lead (Page 170 onwards)

1 Managing Disclosures

- 1.1 Even if a student doesn't tell someone verbally about what's happened to them, there may be other indicators that something is wrong. Staff who work with children must be able to recognise the signs and know how to respond appropriately. This will form part of their staff induction and ongoing training
- 1.2 Children and young people may disclose abuse in a variety of ways, including:
 - 1.2.1 directly– making specific verbal statements about what's happened to them
 - 1.2.2 indirectly – making ambiguous verbal statements which suggest something is wrong
 - 1.2.3 behaviourally – displaying behaviour that signals something is wrong (this may or may not be deliberate)
 - 1.2.4 non-verbally – writing letters, drawing pictures or trying to communicate in other ways.
 - 1.2.5 Staff should refer to the detailed information about the categories of abuse and risk indicators in the *Pan-Sussex Child Protection and Safeguarding Procedures* for further guidance.
- 1.3 When a student makes a disclosure, staff should:
 - 1.3.1 Give full attention to the child or young person and keep your body language open and encouraging. Be compassionate, be understanding and reassure them their feelings are important
 - 1.3.2 Respect pauses and don't interrupt the student – let them go at their own pace. Recognise and respond to their body language
 - 1.3.3 Make it clear they are interested in what the student is telling them. Reflect back what they've said to check your understanding – and use their language to show it's their experience
 - 1.3.4 If a student indicates they are experiencing abuse, it's important to reassure them that they've done the right thing in telling them
 - 1.3.5 Never talk to the alleged perpetrator about the student's disclosure. This could make things a lot worse for the student.
- 1.4 Staff must not make promises that the information will not be shared. Transparency is key in building and maintaining trust and it is essential that they are told that you may need to share the information with the DSL / Safeguarding Team.
- 1.5 All information should be documented electronically using CPOMS. Any urgent information should be referred to the DSL in a manner reflecting the level of urgency, as well as being documented on CPOMS.

2 Record Keeping

- 2.1 It's important to keep accurate and detailed notes on any concerns staff have about a child or which have been disclosed. Staff must document this information.
- 2.2 Information must include:
 - 2.2.1 the student's details
 - 2.2.2 what the student said or did that gave you cause for concern (if the student made a verbal disclosure, write down their exact words and include response given)

- 2.2.3 any information the child has given you about the alleged abuser.
- 2.3 The information should be recorded on CPOMS as this system enables the school to:
 - 2.3.1 maintain a chronology of significant incidents for each student with safeguarding concerns.
 - 2.3.2 ensure records are stored confidentially and securely and separate from the student's educational record.
 - 2.3.3 creates an auditable and reportable system enabling the school to identify any significant patterns or concerns in relation to students and / or categories of concern
- 2.4 As soon as a student with safeguarding concerns moves to another school, student's records are transferred to the new school as soon as possible. These files should be transferred separately from the main student file, using secure transit and obtaining confirmation of receipt.
- 2.5 Where a student is transferring to be Electively Home Educated or the destination school is not known, the child protection or welfare concern records should be retained by the school.
- 2.6 The final school will retain safeguarding files for at least DoB+25 years. The 'final school' would be the last school in which they attended in Year 11 (compulsory school age) or the school they attended at the point they were removed for Elected Home Education. The files are retained and archived electronically and any hard copies are retained in the school's secure designated archive.
- 2.7 Where a student is joining the school in-year, ensure that a check is made with their previous school for the existence of any safeguarding records.

3 Multi-Agency Working and Information Sharing

- 3.1 Sharing information about a student's welfare helps professionals build a clearer picture of their life and gain a better understanding of any risks they are facing. Information sharing helps to ensure that an individual receives the right services at the right time and prevents a need from becoming more acute and difficult to meet. As such, information must be shared in a timely fashion
- 3.2 Sharing information to safeguard children includes:
 - 3.2.1 preventing harm
 - 3.2.2 identifying risk to prevent harm
 - 3.2.3 promoting the welfare of a child
- 3.3 The Information Commissioner's Office (ICO) states that people who work with children, whether in a paid or voluntary role, may need to share information about the children and families they are involved with for a number of reasons. These include:
 - 3.3.1 you are making a referral to arrange additional support for someone in the family
 - 3.3.2 someone from another agency has asked for information about a child or family
 - 3.3.3 someone in the family has asked to be referred for further help
 - 3.3.4 a statutory duty or court order requires information to be shared
 - 3.3.5 you are concerned that a child or a member of their family may be at risk of significant harm
 - 3.3.6 you think a serious crime may have been committed or is about to be committed which involves someone in the family.
- 3.4 As a school our sharing obligations are mainly in relation to Cooperating with Children's Social Services (FDFF) and the police for enquiries under section 47 of the Children Act 1989. The sharing of this information is the responsibility of the DSL and other specified staff .

- 3.5 It is important that specified staff are familiar with the Threshold Document, which can be accessed via <https://www.bhscp.org.uk>
- 3.6 The DSL or specified school staff should always seek consent to share information about a student and their family. If consent isn't given, information can be shared with relevant professionals under certain circumstances, for example, protecting a child from significant harm. The Data Protection Act 2018 and General Data Protection Regulation (GDPR) do not affect this principle and shouldn't prevent the school from sharing information to identify children at risk of harm and safeguard them (ICO, 2023).
- 3.7 The DSL or specified school staff will decide which information is appropriate to share and who to share it with, but the guidance states:
- 4.2.1 If a child is suffering or at risk of suffering significant harm, you can share information with appropriate agencies or professionals without the student's or their parent's consent
 - a) If a child is in immediate danger, call the police on 999.
 - b) If a child is not in immediate danger:
follow the school safeguarding policy and procedures as soon as possible.
- 4.2.2 There is a mandatory reporting requirement with regards Female Genital Mutilation (FGM). In England and Wales, regulated health and social care professionals and teachers must make a report to the police, if, in the course of their duties:
 - a) they are informed by a child under the age of 18 that they have undergone an act of FGM
 - b) they observe physical signs that an act of FGM may have been carried out on a child under the age of 18.
- 3.8 As part of statutory safeguarding procedures the DSL must attend, or ensure other specified staff members attend, child protection conferences, core group meetings and other multi-agency meetings, as required.
- 3.9 The DSL must also liaise with other agencies working with the young person and share information as appropriate and contribute to assessments.

4 The role of the DSL

- 4.1 Hove Park School has one Designated Safeguarding Lead (DSL) and may also have one or more Deputy DSLs to take the lead in ensuring that appropriate arrangements for keeping children and young people safe are in place and to promote the safety and welfare of children and young people involved in school activities at all times

5 Duties and responsibilities are as follows:

- 5.1 Take a lead role in developing and reviewing the school safeguarding policies and procedures.
- 5.2 Take a lead role in implementing the school's safeguarding policy and procedures: ensuring all safeguarding and child protection issues concerning students who take part in the school's activities are responded to appropriately.
- 5.3 Ensures that everyone working or volunteering with or for children and young people at Hove Park School understands the safeguarding policy and procedures and knows what to do if they have concerns about a student's welfare.
- 5.4 Ensures students who are involved in activities at Hove Park School and their parents know who they can talk to if they have a safeguarding concern and understand what action the school will take in response
- 5.5 Receive and record information from anyone who has concerns about a child who takes part in Hove Park School's activities.

- 5.6 Take the lead on responding to information that may constitute a child protection concern, including a concern that an adult involved with the school may present a risk to children or young people. This includes:
 - 5.6.1 assessing and clarifying the information
 - 5.6.2 making referrals to statutory agencies as appropriate
 - 5.6.3 consulting with and informing the relevant members of the Senior Leadership Team (SLT)
 - 5.6.4 following the school's safeguarding policy and procedures
- 5.7 Liaise with, pass on information to and receive information from statutory child protection agencies such as:
 - 5.7.1 the local authority child protection services
 - 5.7.2 the police.

This includes making formal referrals to agencies when necessary.
- 5.8 Oversee the storage and retention of safeguarding records according to legal requirements and the school's safeguarding and child protection policy and procedures.
- 5.9 Work closely with SLT and Safeguarding Team to ensure they are kept up to date with safeguarding issues and are fully informed of any concerns about school safeguarding practice
- 5.10 Report regularly to the SLT on issues relating to safeguarding, to ensure that it is seen as an ongoing priority issue and that safeguarding requirements are being followed at all levels of the organisation.
- 5.11 Be familiar with and work within inter-agency child protection procedures developed by the local child protection agencies.
- 5.12 Be familiar with issues relating to child protection and abuse, and keep up to date with new developments in this area.
- 5.13 Attend regular training in issues relevant to the role and safeguarding and share knowledge from that training with relevant staff, volunteers, site users or students at Hove Park School. Specific DSL training would be updated at least every two years and other knowledge and skills annually in relation to:
- 5.14 Recognise signs of abuse and how to respond to them, including special circumstances such as Child Criminal Exploitation, Child Sexual Exploitation, Female Genital Mutilation, fabricated or induced illness
- 5.15 Understand the assessment process for providing Early Help and intervention, e.g. Children's Services Threshold document: A guide to early help and safeguarding services.
- 5.16 Have knowledge of how the Local Authority conducts initial and review child protection case conferences and contribute effectively to these and be alert to the specific needs of Children in Need (as specified in section 17 of the Children Act 1989), those with Special Educational Needs, pregnant teenagers and young carers.
- 5.17 Be able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college
- 5.18 Be able to recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;
- 5.19 Undertake Prevent awareness training when required and according to best practice under government guidelines and have the pre-requisite knowledge to make Prevent (Channel) referrals

- 5.20 Ensure each member of staff has access to and understands the school's child protection policy and procedures, including providing induction on these matters to new and part-time staff members.
 - 5.21 Organise whole-school child protection training for all staff members annually. Ensure staff members who miss the training receive it by other means, e.g. by joining another school's training.
 - 5.22 Link in with Brighton and Hove Safeguarding Children Partnership (BHSCP) to make sure staff are aware of training opportunities and the latest local policies on safeguarding
 - 5.23 Ensure the school allocates time and resources every year for relevant staff members to attend training.
 - 5.24 Encourage a culture of listening to children/young people and taking account of their wishes and feelings in any action the school takes to protect them.
 - 5.25 Maintain accurate records of staff safeguarding induction and training by liaising with the Business Manager about the Single Central Record (SCR)
-

Appendix B - Child Protection and Safeguarding Procedures

1 Specific Safeguarding Issues

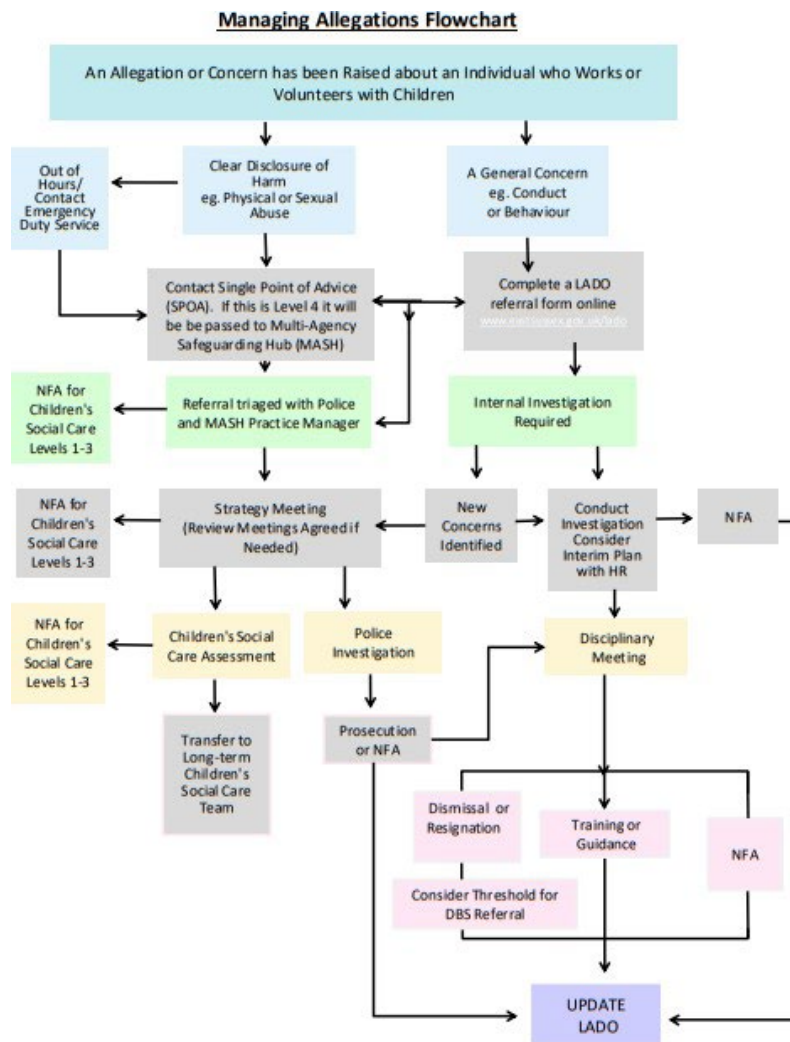
- 1.2 Keeping Children Safe in Education 2024 identifies 'specific safeguarding issues' (examples as below, the list is not exhaustive) and contains additional information about these and staff must read and refer to Annex B 'Further Information' (Page 148)

Mental Health
Children absent from education
Serious Violence
Financially motivated incidents ('sextortion')
Honour Based Abuse incl Forced Marriage and FGM
Domestic abuse
Homelessness
Radicalisation, Extremism and Terrorism
Peer- on - peer abuse
Child Criminal Exploitation (CCE) and County Lines
Child Sexual Exploitation (CSE)
Online safety

- 1.3 Keeping Children Safe in Education Annex B also contains important additional information about online safety (page 38 onwards)
- 1.4 Brighton & Hove Safeguarding Children Partnership has additional information and guidance on some of these issues via <https://sussexchildprotection.procedures.org.uk>

Appendix C - Managing allegations of abuse made against school staff, supply staff, or volunteers. See also Keeping Children Safe in Education 2024: Part 4 (Page 82 onwards)

- The procedures in relation to the above are in a separate policy entitled 'Managing allegations of abuse against staff' but below is a helpful flow chart taken from the wider document.



Appendix D - Links for relevant local and national statutory and non-statutory guidance

Category	Document Title	Date	Status	Link
Local	Front Door for Families		Contact Front Door for Families online (make a referral) Family Services Directory and Family Information Service (find services and childcare to support a family you work with) Early Help forms	https://www.brighton-hove.gov.uk/content/children-and-education/front-door-families/information-professionals-who-work-families
Local	Brighton & Hove Safeguarding Children Partnership		The Brighton & Hove SCP brings together local agencies that have a shared responsibility for promoting well-being and keeping children in Brighton & Hove safe. It agrees how these different agencies and professional groups should co-operate to safeguard children and has a role in making sure that arrangements work effectively to bring about good outcomes for children.	https://www.bhscp.org.uk/
Local	Whole Family Working & Thresholds		All Local Safeguarding Children Boards are required to publish a threshold document to help explain the different levels of support that a family may require. This document and associated guidance covers expectations and statutory duties upon all agencies to work together to safeguard and protect children, and to take measures to ensure that all agencies are working to offer Early Help to prevent matters from getting worse for a child or their family.	https://www.bhscp.org.uk/wp-content/uploads/sites/3/2021/08/Threshold-Document-2021-FINAL.pdf

Category	Document Title	Date	Status	Link
Local	Pan Sussex Child Protection and Safeguarding Procedures Manual		1. Working with Children and Families 2. Information Sharing and Confidentiality 3. Recognition and Referral of Abuse and Neglect 4. Response to Child Protection Referrals 5. Child Protection Conferences 6. The Child Protection Plan 7. Complaints and Professional Disagreements 8. Children in Specific Circumstances 9. Risk Management of Known Offenders and Those who Pose a Risk 10. Child Safeguarding Practice Reviews 11. Child Death 12. The Safeguarding Children Partnership	https://sussexchildprotection.procedures.org.uk/
National	Schools: statutory guidance	September 2024	The Department for Education's statutory guidance publications for schools and local authorities.	https://www.gov.uk/government/collections/statutory-guidance-schools
National	Keeping children safe in education	September 2024	This is statutory guidance from the Department for Education. Schools and colleges in England must have regard to it when carrying out their duties to safeguard and promote the welfare of children. For the purposes of this guidance children includes everyone under the age of 18.	https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
National	Working Together to Safeguard Children A guide to inter-agency working to safeguard and promote the welfare of children	February 2024	This guidance applies to all organisations and agencies who have functions relating to children. It applies, in its entirety, to all schools. It applies to all children up to the age of 18 years whether living with their families, in state care, or living independently	https://www.gov.uk/government/publications/working-together-to-safeguard-children-2
National	A Young Person's Guide to Working Together to Safeguard Children.	April 2014	Published by Children's Commissioner	https://www.childrenscommissioner.gov.uk/publication/working-together-to-safeguard-children/
National	Young People's Guide to Keeping Children Safe	March 2013	Published by Children's Commissioner	https://www.childrenscommissioner.gov.uk/publication/guide-to-keeping-children-safe/

Category	Document Title	Date	Status	Link
National	Relationships Education, Relationships and Sex Education (RSE) and Health Education	Updated September 2021	Statutory guidance. Contains information on what schools should do and sets out the legal duties with which schools must comply when teaching Relationships Education, Relationships and Sex Education (RSE) and Health Education	https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education
National	The designated teacher for looked-after and previously looked-after children Statutory guidance on their roles and responsibilities	February 2018	This is statutory guidance from the Department for Education, issued under sections 20(4) and 20A(4) of the Children and Young Persons Act 2008 outlining the role of the Designated Teacher and other staff.	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/683561/The_designated_teacher_for_looked-after_and_previously_looked-after_children.pdf
National	NSPCC		Research and resources Child protection and safeguarding information, advice and research	https://www.nspcc.org.uk/services-and-resources/research-and-resources/
National	Teachers' Standards Guidance for school leaders, school staff and governing bodies	December 2021	The Teachers' Standards apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained schools.	https://www.gov.uk/government/publications/teachers-standards
National	Inspecting safeguarding in early years, education and skills settings	August 2023	Guidance for Ofsted inspectors to use when inspecting safeguarding under the common inspection framework.	https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills
National	Ofsted School Inspection Handbook	September 2024	Describes the main activities carried out during inspections of maintained schools and academies.	https://www.gov.uk/government/publications/school-inspection-handbook-eif
Attendance	School attendance parental responsibility measures Statutory guidance for local authorities, school leaders, school staff, governing bodies and the police	August 2024	This is statutory guidance from the Department for Education. This means that recipients must have regard to it when carrying out duties relating to Parenting Contracts, Parenting Orders and Penalty Notices.	https://www.gov.uk/government/publications/parental-responsibility-measures-for-behaviour-and-attendance
Attendance	School attendance Guidance for maintained schools, academies, independent schools and local authorities	August 2022	This is guidance from the Department for Education. This guidance is non-statutory and has been produced to help schools and local authorities maintain high levels of school attendance and plan the school day and year.	https://www.gov.uk/government/publications/school-attendance

Category	Document Title	Date	Status	Link
Attendance	Children missing education Statutory guidance for local authorities	August 2024	This statutory guidance sets out key principles to enable local authorities in England to implement their legal duty under section 436A of the Education Act 1996 to make arrangements to identify, as far as it is possible to do so, children missing education (CME).	https://www.gov.uk/government/publications/children-missing-education
Attendance	Elective home education	August 2024	This is departmental guidance from the Department for Education. It is non-statutory and has been produced to help local authorities understand their role in relation to elective home education.	https://www.gov.uk/government/publications/elective-home-education
Attendance Behaviour	Alternative Provision	June 2016	This is statutory guidance. It applies to all educational settings providing alternative provision (AP): schools maintained by the local authority; academies and free schools; student referral units (PRUs). AP settings are places that provide education for children who can't go to a mainstream school.	https://www.gov.uk/government/publications/alternative-provision
Behaviour	Behaviour and discipline in schools Advice for headteachers and school staff	February 2024	This guide is from the Department for Education. It provides advice to headteachers and school staff on developing the school behaviour policy and explains the powers members of staff have to discipline students.	https://www.gov.uk/government/publications/behaviour-and-discipline-in-schools
Behaviour	Exclusion from maintained schools, academies and student referral units in England	August 2024	Statutory guidance for those with legal responsibilities in relation to exclusion	https://www.gov.uk/government/publications/school-exclusion
Behaviour	Searching, screening and confiscation	July 2023	This advice is intended to explain schools' powers of screening and searching students so that school staff have the confidence to use them.	https://www.gov.uk/government/publications/searching-screening-and-confiscation
Behaviour	Use of reasonable force in schools Advice for headteachers, staff and governing bodies	October 2021	This is non-statutory advice from the Department for Education. It is intended to provide clarification on the use of force	https://www.gov.uk/government/publications/use-of-reasonable-force-in-schools
Behaviour	Reducing the need for restraint and restrictive intervention	June 2019	How to support children and young people with learning disabilities, autistic spectrum conditions and mental health difficulties who are at risk of restrictive intervention. This guidance is non-statutory and advisory	https://www.gov.uk/government/publications/reducing-the-need-for-restraint-and-restrictive-intervention

Category	Document Title	Date	Status	Link
Drugs	DfE and ACPO drug advice for schools Advice for local authorities, headteachers, school staff and governing bodies	September 2012	This is advice from the Department for Education and the Association of Chief Police Officers. It is non-statutory and has been produced to help answer some of the most common questions.	https://www.gov.uk/government/publications/drugs-advice-for-schools
Exploitation	Criminal Exploitation of children and vulnerable adults: County Lines guidance	October 2023	This guidance is primarily aimed at frontline staff who work with children, young people and potentially vulnerable adults.	https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines
Exploitation	Preventing youth violence and gang involvement Practical advice for schools and colleges	August 2013	This Home Office advice is for leaders, their senior teams and staff in schools or colleges in areas affected by gang or youth violence.	https://www.gov.uk/government/publications/advice-to-schools-and-colleges-on-gangs-and-youth-violence
Exploitation	Modern Slavery Awareness Booklet	October 2017	This guidance is intended as a resource providing clear and up to date information on the key facts, and to help public sector workers who may not routinely come across modern slavery recognise the signs and respond	https://www.gov.uk/government/publications/modern-slavery-awareness-booklet
Exploitation	Child sexual exploitation Definition and guide for practitioners	February 2017	This advice is non-statutory, and has been produced to help practitioners, local leaders and decision makers who work with children and families to identify child sexual exploitation and respond	https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners
Exploitation	Safeguarding children who may have been trafficked	October 2011	Non-statutory good practice guidance is for agencies in England which are likely to encounter, or have referred to them, children and young people who may have been trafficked.	https://www.gov.uk/government/publications/safeguarding-children-who-may-have-been-trafficked-practice-guidance
DA	Multi-agency statutory guidance on female genital mutilation	July 2020	Statutory guidance	https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation
DA	National FGM Centre		Information and guidance for professionals covering FGM and other Harmful Traditional Practices	http://nationalfgmcentre.org.uk/about-us/
Health & Safety	Supporting students at school with medical conditions	August 2017	This document contains both statutory guidance and non-statutory advice.	https://www.gov.uk/government/publications/supporting-pupils-at-school-with-medical-conditions--3

Category	Document Title	Date	Status	Link
Health & Safety	Controlling access to school premises	November 2018	This is non-statutory advice from the Department for Education.	https://www.gov.uk/government/publications/controlling-access-to-school-premises
Health & Safety	First Aid in Schools	February 2022	Under health and safety legislation employers have to ensure that there are adequate and appropriate equipment and facilities for providing first aid in the workplace.	https://www.gov.uk/government/publications/first-aid-in-schools
Info Share	Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers	May 2024	This HM Government advice is non-statutory and has been produced to support practitioners in the decisions they take to share information, which reduces the risk of harm to children and young people and promotes their well-being.	https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice
Info Share	Data protection: a toolkit for schools	August 2024	The document provides 9 step guidance that, we think, can help schools efficiently develop the culture, processes and documentation required to be compliant with the strengthened legislation and effectively manage the risks associated with data management.	https://www.gov.uk/government/publications/data-protection-toolkit-for-schools
Mental Health	Counselling in schools: a blueprint for the future Departmental advice for school leaders and counsellors	February 2016	This is departmental advice from the Department for Education (DfE). This advice is non-statutory.	https://www.gov.uk/government/publications/counselling-in-schools
Mental Health	Mental health and behaviour in schools Departmental advice for school staff	November 2018	This is non-statutory advice from the Department for Education. This guidance is for school staff and applies to all schools.	https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2
Online	Teaching online safety in school	January 2023	Guidance supporting schools to teach their students how to stay safe online, within new and existing school subjects. This is non-statutory guidance from the Department for Education.	https://www.gov.uk/government/publications/teaching-online-safety-in-schools
Online	Safeguarding and remote education	November 2022	Understand how to follow safeguarding procedures when planning remote education strategies and teaching remotely	https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19

Category	Document Title	Date	Status	Link
Parents	Understanding and dealing with issues relating to parental responsibility	August 2023	Guidance to help schools understand their obligations and duties in relation to the rights and responsibilities of parents, as recognised by education law.	https://www.gov.uk/government/publications/dealing-with-issues-relating-to-parental-responsibility/understanding-and-dealing-with-issues-relating-to-parental-responsibility
Peer-on-Peer	Sexting in schools and colleges: Responding to incidents and safeguarding young people (published by UKCCIS, not DfE)	March 2024	This advice is for designated safeguarding leads (DSLs), their deputies, headteachers and senior leadership teams in schools and educational establishments in England.	https://www.gov.uk/government/publications/sexting-in-schools-and-colleges
Peer-on-Peer	Preventing bullying	July 2017	This document has been produced to help schools take action to prevent and respond to bullying as part of their overall behaviour policy.	https://www.gov.uk/government/publications/preventing-and-tackling-bullying
Peer-on-Peer	Understanding and reporting online harms	June 2021	This advice is for parents and carers about cyberbullying. It provides advice and information about how they can protect their child from cyberbullying and how to tackle it if it happens.	https://www.gov.uk/government/publications/preventing-and-tackling-bullying
Peer-on-Peer	Sexual violence and sexual harassment between children in schools and colleges	May 2018	The advice sets out what sexual violence and sexual harassment is, how to minimise the risk of it occurring and what to do when it does occur, or is alleged to have occurred. The advice highlights best practice and cross-references other advice, statutory guidance and the legal framework.	https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges
Prevent	The Prevent duty Departmental advice for schools and childcare providers	September 2021	This advice is non-statutory, and has been produced to help recipients understand the implications of the Prevent duty. The Prevent duty is the duty in the Counter-Terrorism and Security Act 2015 on specified authorities, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism.	https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty
Safer Recruitment	Disqualification under the Childcare Act 2006	August 2018	Statutory guidance	https://www.gov.uk/government/publications/disqualification-under-the-childcare-act-2006/disqualification-under-the-childcare-act-2006

Category	Document Title	Date	Status	Link
Safer Recruitment	Staffing and employment; advice for schools	October 2024	Departmental advice for school leaders, governing bodies, academy trusts and local authorities. This advice is designed to help employers in all schools with staffing and employment issues, and to inform their decision making	https://www.gov.uk/government/publications/staffing-and-employment-advice-for-schools
Safer Recruitment	Employing overseas teachers without qualified teacher status (QTS)	July 2020	Overseas teachers can teach in maintained schools and non-maintained special schools in England without qualified teacher status (QTS) for up to 4 years.	https://www.gov.uk/government/publications/employing-overseas-teachers-without-qualified-teacher-status-qts
SEND	Special educational needs and disability Code of Practice: 0 to 25 years	September 2024	Statutory guidance for organisations which work with and support children and young people who have special educational needs or disabilities	https://www.gov.uk/government/publications/send-code-of-practice-0-to-25
SEND	Schools: guide to the 0 to 25 SEND Code of Practice Advice for school governing bodies/proprietors, senior leadership teams, SENCOs and classroom staff	September 2014	This document is not a substitute for the full Code of Practice and has no statutory basis. The main duties that schools must have regard to are highlighted here and links are given to the relevant sections of the Code	https://www.gov.uk/government/publications/send-guide-for-schools-and-alternative-provision-settings