HILL HOUSE SCHOOL

Safeguarding Children: Suite of Policies

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Introduction

These policies are drawn up following guidance in

- Keeping Children Safe in Education (Sep 2026) (KCSIE) with effect from September 2026
- KCSIE incorporates the additional statutory guidance, Disqualification under the Childcare Act 2006 (September 2018)
- Statutory guidance, section 3 of Early years foundation stage (EYFS) statutory framework - GOV.UK (for children aged 0 to 5 in school-based nurseries and reception).
- KCSIE also refers to the non-statutory advice for practitioners: What to do if you're worried a child is being abused (March 2015)
- Working Together to Safeguard Children (September 2026) (WT)
- Working together to improve school attendance (May 2022)
- WT refers to the non-statutory advice: Information sharing (2018)
- Prevent Duty Guidance: for England and Wales (July 2015) (Prevent). Prevent is supplemented by non-statutory advice and a briefing note: The Prevent duty: Departmental advice for schools and childminders (June 2015), The use of social media for on-line radicalisation (July 2015)
- Non-statutory interim supplements to KCSIE: Coronavirus (COVID-19): safeguarding in schools, colleges and other providers (2020 subject to DfE updates) and Safeguarding and remote education during coronavirus (COVID-19)
- Sexual violence and sexual harassment between children in schools and colleges (September 2021)
- KCSIE refers also to When to call the police, non-statutory guidance from the National Police Chiefs' Council
- Relationships Education, Relationships and Sex Education and Health Education 2019, updated 2025

and apply to all pupils under the age of 18.

The Safeguarding section of the Staff Code of Conduct 2026 is available to parents upon request. *As and when new statutory guidance is issued the school will take measures to comply with any new regulations. These may not be included in this policy until the time of review but will be appended instead.*

The Hill House School Safeguarding Team

Designated Safeguarding Lead	**Mrs Christine Havard**	
Deputy Designated Safeguarding Lead, and takes lead responsibility for safeguarding children in EYFS	**Mrs Rachael Scott-Simons**	
Deputy Designated Safeguarding Lead	**Mr Bobby Hutton**	
Deputy Designated Safeguarding Lead	**Mrs Rachel Frisby**	
Governor with responsibility for Safeguarding	**Mrs Joan Fearns**	
Headmaster	**Mr David Holland**	

HILL HOUSE SCHOOL

Key Safeguarding Information for Staff

The following points are taken from the Schools' Safeguarding Policy, which also applies to EYFS. This document should be kept in Staff Planners.

The school works with Safeguarding Partners, currently the Doncaster Children's Safeguarding Board (DSCB)

1	**Definition of safeguarding**
2	**Designated Safeguarding Lead**
3	**Safeguarding training**
4	**A Member of staff's responsibility**
5	**Listening to children**
6	**Whistleblowing**
7	**Allegations against a member of staff**
8	**Types of abuse and neglect**
9	**School processes**

1. Definition of Safeguarding

Safeguarding applies to all pupils under the age of 18. The school follows a child centred and coordinated approach to safeguarding, acting in the best interests of the child at all times. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment, including self-abuse, and exploitation.
- preventing impairment of children's physical or mental health or development; and
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.
- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, inside or outside the home, including online.

2. Designated Safeguarding Lead

The Designated Senior Member of Staff for Safeguarding (DSL) is **Mrs Christine Havard**, **01302 776300,** who has received training appropriate to her responsibilities. She takes responsibility for safeguarding children within the school and EYFS setting and liaising with local statutory children's agencies as appropriate. She is a trained 'Prevent' trainer. She is responsible for oversight of online safety and internet filtering. If absent, her work is covered by the Safeguarding Team with support from SMT.

The Deputy Designated Safeguarding Leads (DDSL) are **Mrs Rachael Scott-Simons, Mr Bobby Hutton and Mrs Rachel Frisby** (**01302 776300**)who have received training appropriate to their responsibilities. Mrs Scott-Simons (DDSL) takes lead responsibility for safeguarding children for EYFS.

3. Safeguarding Training

All staff, including the Headmaster, receive appropriate training annually by the Designated Safeguarding Lead in line with advice from DCSB. Temporary and voluntary staff are made aware of these arrangements. All new staff attend a Safeguarding Briefing on their first training day prior to their first term at the school as part of the induction programme.

All staff are trained to make direct referrals themselves and receive introductory online safety training. Staff must read at least Part One of the most recent KCSIE at the start of every school year.

4. A Member of Staff's Responsibility

Members of staff should understand that:

- If, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Referrals are normally made by the Designated Safeguarding Lead but can be made directly by staff.

- Anybody **can** make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point

- Report of a disclosure or suspicion of abuse must be made to the appropriate agency within 24 hours.

  For Adults: LADO/Designated Officer DMBC- 01302 737332.

  For Children: The Early Help Hub: 01302 737777

- A child or children can abuse another child, including through youth produced sexual imagery, 'banter', sexual violence and gender-based issues. Children should be confident that their disclosures of such abuse will be taken seriously and recorded just as any other kind of disclosure. The school will not tolerate peer on peer abuse.

- They have a duty and are able to raise concerns about poor or unsafe practice in regard to children by a colleague and that such concerns are addressed sensitively and effectively in a timely manner in accordance with the school's whistle blowing policy.

- When receiving a disclosure, it is important to avoid asking leading questions and explain that confidentiality cannot be promised.

- They have an individual responsibility for referring safeguarding (child protection) concerns, and are able to do so to external agencies.

- They are not permitted to transport pupils in their own cars and should take due precautions when engaged in 1-1 tuition/meetings or in physical exchanges (e.g games/music tuition)

5. Listening to Children

Staff should be aware of the context of what is being reported and that abuse can take place online as well as face-to-face. They should always bear in mind that **'It could happen here'.**

Staff should reassure victims that they are being taken seriously and that they will be supported and kept safe. It is important to explain that the law is in place to protect children and young people rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them

Children who report to a teacher (or other member of staff) that a member of staff has abused them must be listened to and heard, whatever form their attempts to communicate their worries take. The following points give guidance on how to deal with a child who makes an allegation:

- The child should be listened to but not interviewed or asked to repeat the account. Avoid questions, particularly leading questions.
- The child should never be made to feel that they are creating a problem by making a disclosure.
- The child should not be interrupted when recalling significant events.
- All information should be noted carefully, including details such as timing, setting, who was present and what was said, in the child's own words. The account should be obtained verbatim or as near as possible.
- Care should be taken not to make assumptions about what the child is saying or to make interpretations.
- Staff should be aware of self-bias when listening to children.
- Listened to means just that; on no account should suggestions be made to children as to alternative explanations for their worries.
- The written record of the allegations should be signed and dated by the person who received them as soon as practicable.
- In cases of child on child abuse, staff should not view or forward illegal images of a child.
- All actions subsequently taken should be recorded.

A member of staff must not promise confidentiality to a pupil who makes an allegation. In responding to a child who makes disclosures, account should be taken of the age and understanding of the child and whether the child or others may be at risk of significant harm. While acknowledging the need to create an environment conducive to speaking freely, the member of staff should make it clear to a pupil who approaches him/her asking for confidentiality that, he/she will need to pass on what has been told so as to ensure the protection of the child(ren), in accordance with the local procedures agreed by Safeguarding Partnerships. Within that context, the child should then be assured that the matter will be disclosed only to people who need to know about it. The support needs of a child who expresses concerns about significant harm should be considered and met, utilising resources within and/or beyond the school as necessary.

All staff should be aware that **children may not feel ready or know how to tell someone that they are being abused,** exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

6. Whistleblowing

You should first raise your concern with your line manager. If for any reason you find this difficult you should report the matter to the Head of Sector, the Headmaster or the Chair of the Board of Governors

It is desirable that information should be given in writing. If the information is verbal this should be recorded and a copy given to the person raising the concern. The person should sign the record as an accurate account of the details provided.

The member of staff against whom the concern is raised will be informed at the earliest opportunity and be given the opportunity to respond. An official written record will be kept at all stages of the investigation.

If the person raising the concern wishes, feedback regarding the outcome of the investigation may be given. However information on specific actions will remain confidential.

Following an investigation, if the concerns raised are found to be false or made maliciously, disciplinary action may be taken and may be treated as gross misconduct.

Hill House advocates an open and transparent culture in which all concerns are dealt with promptly and appropriately. Inadvertent or thoughtless behaviour, or behaviour that is possibly inappropriate but may not be, should be shared with the DSL. Staff should feel comfortable to self-refer, if necessary. This means that staff can be protected from potential false allegations or misunderstandings.

7. Allegations Against a Member of Staff

The member of staff receiving the allegation of abuse against another member of staff, supply staff, contractor or volunteer should report this immediately to the Headmaster. If the Headmaster is away, the allegation should be passed to the Chair of Governors, **Mrs Joan Fearns (01302 776300).** The allegation should also be referred to the Designated Safeguarding Lead. However,

- If the Designated Safeguarding Lead is the subject of the allegation, the allegation should be referred to the Headmaster without informing the Designated Safeguarding Lead.

- If the allegation is against the Headmaster, the allegation should be reported to the Chair of Governors without notifying the Headmaster.

- If there is an apparent conflict of interest in reporting the matter to the Headmaster, the matter should be reported direct to the LADO.

Allegations which appear to meet the reporting criteria in KCSIE are to be reported straight away, will need urgent action and require immediate referral under local child

protection procedures, as detailed below. In case of serious harm, the police should be informed from the outset. The LADO should be informed within one working day of all allegations that come to an employer's attention or that are made directly to the police.

In such an allegation, the member of staff should

- obtain written details of the allegation, signed and dated from the person who received the allegation (not from the child who made and/or was the subject of the allegation) and countersigned and dated by the Headmaster (or Designated Safeguarding Lead or nominated governor where the allegation is against the Headmaster); Schools must not undertake their own investigations of allegations without prior consultation with the local authority designated officer (LADO), or in the most serious cases, the police, so as not to jeopardise statutory investigations. In borderline cases, discussions with the LADO can be held informally and without naming the school or individual

- record any information about times, dates, locations and names of potential witnesses.

Allegations which do not meet the reporting criteria in KCSIE ('Lower Level Concerns') should be reported as above, and should be addressed in relation to the Lower Level Concerns Policy to create and embed a culture of openness, trust and transparency in which the school's values and expected behaviour are constantly lived, monitored and reinforced by all staff.

8. Types of abuse and neglect

Abuse can include

- physical abuse
- mental abuse
- emotional abuse
- sexual abuse
- neglect
- exploitation

Full details of specific issues and signs of these can be found in the full Safeguarding Policy.

Staff should recognise the particular vulnerabilities of those with SEN/D and children who identify as, or whom other children see, as LGBTQ+.

Contact Details for reporting FGM (Mandatory October 2015):
South Yorkshire Police: In an emergency call 999, When it's a non-emergency call 101

The DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors : 020 7340 7264 and counter-extremism@education.gsi.gov.uk).

The school's Missing Children Policy should be used when a child goes missing from school. Any such behaviour is to be reported to the Headmaster/Head of Juniors, who will judge if referral to the Designated Safeguarding Lead (DSL) is appropriate.

9. School Processes

The school will ensure that:

- If early help is appropriate the designated safeguarding lead should, following the Safeguarding Partnerships referral thresholds, support the teacher in liaising with other agencies and setting up an inter-agency assessment as appropriate. If early help and or other support is appropriate the case should be kept under constant review and consideration given to a referral to children's social care if the child's situation doesn't appear to be improving.

- A report of a disclosure or suspicion of abuse must be made to the appropriate agency within 24 hours:

  For Adults: LADO/Designated Officer DMBC- 01302 737332.

  For Children: The Early Help Hub: 01302 737777

- There is a procedure in place to identify and respond to children who go missing, particularly on repeat occasions

- Every member of staff, including Headmaster and part time staff, every governor and volunteer, receives a copy of Part 1 of KCSIE, the Staff Code of Conduct and the Policy and Procedures for Safeguarding.

- It works to develop effective links with relevant agencies and cooperate as required with their enquiries regarding safeguarding (child protection) matters including attendance and written reports at initial case conferences, core groups and child protection review conferences.

- It keeps clear detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to the Referral Response Service immediately.

- During school residential visits, in the event of a child protection issue arising the group leader will contact the designated person at the earliest opportunity.

- It recognises that statistically children with SEN Children or those with behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, cerebral palsy, sensory impairment and or emotional and behaviour problems are particularly sensitive to signs of abuse.

- That all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents.

- That staff and volunteers are aware that sexual relationships with pupils aged under 18 and over 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of position of trust).

- It understands that not to make a report to DBS constitutes an offence.

- Enhanced DBS checks are carried out on all staff. If the school has concerns about an existing staff member's suitability to work with children, the school

should carry out all relevant checks as if the person were a new member of staff. Similarly, if a person working at the school moves from a post that was not regulated activity, into work which is regulated activity, the relevant checks for the regulated activity must be carried out. The school's policy is to use the DBS Update Service. New members of staff should not have unsupervised contact with children before the school has checked DBS.

- Staff are aware that although the fact that a child may be LGBT is not in itself an inherent risk factor for harm, children who are LGBT can be targeted by other children. Staff will endeavour to reduce the additional barriers faced and provide opportunity for them to speak out or share their concerns with members of staff. LGBT support is offered and there is a pathway for dealing with relevant needs, including safeguarding and equality support.

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

  September 2026

HILL HOUSE SCHOOL

POLICY AND PROCEDURES FOR SAFEGUARDING

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DEFINITION

Safeguarding applies to all pupils under the age of 18. The school follows a child centred and coordinated approach to safeguarding, acting in the best interests of the child at all times. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

- protecting children from maltreatment, including self-abuse, and exploitation.
- preventing impairment of children's physical or mental health or development; and
- ensuring that children are growing up in circumstances consistent with the provision of safe and effective care; and
- undertaking that role so as to enable those children to have optimum life chances and to enter adulthood successfully.
- providing help and support to meet the needs of children as soon as problems emerge
- protecting children from maltreatment, inside or outside the home, including online.

INTRODUCTION

Hill House School fully recognises its responsibility to have arrangements about safeguarding and promoting the welfare of children under:

1) Keeping Children Safe in Education (2026) (KCSIE)
2) Working Together to Safeguard Children (2026) (WT)

Through their day-to-day contact with pupils and direct work with families' staff at the school have a crucial role to play in noticing indicators of possible abuse or neglect and referring them to Referral Response Service.

This policy sets out how the school's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school. This policy is made available to parents upon request and is published on the school's website.

The health, safety and well-being of all our children are of paramount importance to all the adults who work in our school. Our children have the right to protection, regardless of age, gender, race, culture or disability. They have a right to be safe in our school.

In our school we respect our children. The atmosphere within our school is one that encourages all children to do their best. We provide opportunities that enable our children to take and make decisions for themselves. The school ethos promotes a positive, supportive and secure environment giving the pupils a sense of being valued.

Our teaching of personal, social and health education, ICT and citizenship, as part of the National Curriculum, helps to develop appropriate attitudes towards safeguarding in our children and makes them aware of the impact of their decisions on others. We also teach them how to recognise different safeguarding risks in different situations, including the safe use of electronic equipment and access to the internet, how to behave and who to go to for help.

The school understands that there is a difference between safeguarding children who have suffered or are likely to suffer significant harm and those who are in need of additional support from one or more agencies. The former should be reported to Children's Social Care immediately; the latter should lead to seeking guidance from The Early Help Hub

There are four main elements to our policy:

PREVENTION through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos;

PROCEDURES for identifying and reporting cases, or suspected cases, of abuse;

SUPPORT TO PUPILS who may have been abused, and

PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN.

Our policy applies to all staff and volunteers working in the school including community education staff and governors. Teaching assistants, ancillary staff, secretaries as well as teachers can be the first point of disclosure for a child. Concerned parents may also contact school governors.

The separate policy **STAFF/VOLUNTEER FACING AN ALLEGATION OF ABUSE** deals with the arrangements to be made to deal with allegations against a member of staff, volunteer or head.

1. PREVENTION

The School recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps prevention.

The school will therefore:

- establish and maintain an ethos where children feel secure, are given the opportunity and encouraged to talk, and are listened to;

- ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty;

- include in the curriculum, emotional literacy activities and opportunities for PSHE, ICT and citizenship which equip children with the skills they need to stay safe from abuse and to know to whom to turn for help;

- include, in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills, and allowing children to discuss their sexuality and have realistic attitudes to life if they are confused about feelings.

- work towards the "Every Child Matters" agenda with reference to the 5 outcomes for children.

- ensure that appropriate child protection checks and procedures apply to any staff employed by another organisation and working with the school's pupils on another site.

- take opportunities to include teaching of relevant safeguarding issues through PSHE, ICT and SRE (sex relationship education), including cyber bullying and nudes and semi nudes.

2. PROCEDURES

We will follow the procedures set out in Interagency Procedures produced by Doncaster Safeguarding Children Partnership .http://doncasterscb.proceduresonline.com/.

The school is aware of the need to follow such procedures also in the case of abuse by one or more pupils against another.

- The Designated Senior Member of Staff for Safeguarding is **Mrs Christine Havard,** Senior Mistress, 01302 776300, who has received training appropriate to her responsibilities. She receives updated child protection training at least every two years, including local inter-agency working protocols and training in the Safeguarding Partnerships' approach to Prevent duties.

- The Deputy Designated Safeguarding Leads (DDSLs) are **Mrs Rachael Scott-Simons, Mr Bobby Hutton and Mrs Rachel Frisby** (01302 776300), who have received training appropriate to their responsibilities. This includes training in the Prevent Duty to reduce the risk of extremism and radicalisation. Mrs Scott-Simons takes lead responsibility for safeguarding in EYFS.

Training and DBS

- The Designated Safeguarding Lead (DSL) & DDSLs receive the appropriate training every 2 years and attends mandatory 3 networks meetings a year with local authority, in line KCSIE. This also covers inter-agency working and Prevent, participation in child protection case conferences, supporting children in need, record keeping and promoting a culture of listening to children.

- All staff, including the Headmaster, receive appropriate training annually by the Designated Safeguarding Lead (DSL) in line with advice from DCSB, using the DSCB training pack. Temporary and voluntary staff are made aware of these arrangements. Regular updates are also provided. All staff also receive Prevent and Online Safety Training

- All new staff attend a Safeguarding Briefing on their first training day prior to their first term at the school as part of the induction programme, which includes:

    - The school's Safeguarding Policy, including Online Safety (including filtering and monitoring), Child on Child Abuse, and Children Missing Education procedures
    - The Staff Code of Conduct
    - Pupil Behaviour Policy
    - Whistle Blowing Policy
    - The identity and role of the Designated Safeguarding Lead and Deputies
    - A copy of Part 1 of KCSIE.

Enhanced DBS checks are carried out on all staff whether paid or unpaid who work regularly in the school. Where any individual starts work in regulated activity

before the DBS certificate is available, then the school will ensure that the individual is appropriately supervised and that all other checks, including a separate barred list check, have been completed. A person who is prohibited from teaching must not be appointed to work as a teacher in such a setting. A check of any prohibition can be carried out using the Employer Access Online Service.

The school will:

- ensure it has a designated member of staff who has undertaken appropriate safeguarding training, and is known as the Designated Safeguarding Lead (DSL). The DSL will be supported in various areas of the school by an assistant with appropriate training.

- understand that the most common reason for children becoming looked after is as the result of abuse and/or neglect. The DSL is the designated teacher to promote the education achievement of these children. They should have the information about the care arrangements and level of authority delegated to the carer by the authority.

- ensure that training in child protection and inter-agency working, including how to identify children and young people at risk of radicalisation, is updated every two years in accordance with government guidance.

- recognise the importance of the role of the designated teacher and ensure s/he has the time and training to undertake her/his duties and responsibilities;

- ensure there are contingency arrangements should the designated member of staff not be available, and

- that the designated member of staff will take advice from a safeguarding (child protection) specialist when managing complex cases.

- report disclosure or suspicion of abuse to the appropriate agency within 24 hours:

  For Adults: LADO/Designated Officer DMBC- 01302 737332.

  For Children: The Early Help Hub: 01302 737777

  (Parental Consent is not required for referral to statutory agencies)

- ensure that the school does nothing that may jeopardise a police investigation, such as ask leading questions or attempt to investigate the allegation.

- understand that a child or children can abuse another child. Where there is a reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm from another child/children, the school will report its concerns to the local authority social care department. This may include 'sexting' or 'banter', sexual harassment or violence, to which the school has a zero tolerance approach. In the event of disclosures about child on child abuse, it is important consider the legal threshold, and that all children involved, whether perpetrator or victim, are treated as being "at risk". A victim will be supported through the school's pastoral system.

- understand that, if, at any point, there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately. Anybody can make a referral. If the child's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the child at some point.

- understand that care must be taken not to impose high thresholds for referrals either in policies or in practice.

- understand the importance of children receiving the right help at the right time to address risks and prevent issues escalating, the importance of acting on and referring the early signs of abuse and neglect, keeping clear records, listening to views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction.

- ensure that there is a system in place to refer to Disclosure and Baring Service (DBS) and Teaching Regulation Agency (TRA) if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have been if they had not resigned. The school acknowledges this is a legal duty and failure to refer when the criteria is met is a criminal offence.

- ensure that any disclosure relating to children in need or at risk are referred to children's social care immediately

- ensure that allegations against anyone working at school are referred to the LADO within 24 hours.

- operate an effective internet filtering system (Smoothwall) to protect pupils from accessing inappropriate material and organisations, including terrorist organisations.

- ensure that there is a procedure in place to identify and respond to children who go missing, particularly on repeat occasions. Such instances should be reported to the local Prevent Officer at Doncaster LA, or to the South Yorkshire Police.

- Contact Details for reporting unexplained absence

  South Yorkshire Police:
  In an emergency call 999
  When it's a non-emergency call 101

  Preventing Radicalisation:

  Contact Details: 101 (the non-emergency police number) and the DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors : 020 7340 7264 and counter-extremism@education.gsi.gov.uk).

  Doncaster Attendance and Pupil Welfare Service – 01302 736504
  apws@doncaster.gov.uk

- Understand that children can suffer 'hidden harm' that cannot be seen on a daily basis by school staff, normally by the parents or carer and the impact on the child if the parent carer is dependent on solvent or alcohol abuse.

- Ensure that members of staff are, through safeguarding training and the staff code of conduct, aware of the importance of safeguarding arrangements where children are engaged in close one-to-one teaching.

- Ensure that the school retains safeguarding responsibility for children where alternative provision is in existence. The governing body should seek assurance that the provider concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place for the provider to liaise with the school or college on these matters where appropriate.

- Ensure safeguarding requirements are included in any transfer of control agreement (i.e. lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

- There is a requirement for children to have an Appropriate Adult in relation to ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

The Role of Governors and All School Staff including Volunteers.

The school will ensure every member of staff, including Headmaster and part time staff, every governor and volunteer, receives a copy of Part 1 of KCSIE, the Staff Code of Conduct and the Safeguarding Policy, and knows:

The name of the designated person and her/his role and responsibility.
The contents of this policy, and the Staff Code of Conduct.
That they have an individual responsibility for referring safeguarding concerns, and are able to do so to external agencies;
They will receive training at the point of their induction, and be updated every three years as a minimum, so that they know:

- their personal responsibility,
- DSCB procedures,
- the need to be vigilant in identifying cases of abuse,
- how to support and to respond to a child who discloses significant harm.
- Their duty and are able to raise concerns about poor or unsafe practice in regard to children by a colleague and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle blowing policy.
- When receiving a disclosure, the importance of avoiding asking leading questions and explaining that confidentiality cannot be promised.

Liaison with Other Agencies

The school will:

work to develop effective links with relevant agencies and co-operate as required with their enquiries regarding safeguarding (child protection) matters including attendance and written reports at initial case conferences, core groups and child protection review conferences;

notify the allocated Social services if:

- a pupil on the child protection register has been excluded (whether fixed term or permanently);

- there is an unexplained absence of a pupil on the child protection register of more than two days duration from school, or one day following a weekend, or as agreed as part of any child protection or core group plan.

notify the police immediately if a crime may have been committed:

South Yorkshire Police: In an emergency call 999
When it's a non-emergency call 101

notify the Emergency Care Practitioner (ECP) immediately in the case of a head injury.
Telephone Number: 08448 706800

Record Keeping

The school will:

- keep clear detailed written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to the Early Help Hub immediately;

- ensure all records are kept secure, and in a locked location separate from the child's personal file, and

- ensure that during school residential visits, all staff will have received basis training in safeguarding children. In the event of a child protection issue arising the group leader will contact the designated person at the earliest opportunity.

Confidentiality and information sharing

The school will:

- ensure confidentiality protocols are adhered to and information is shared appropriately if in doubt about confidentiality, staff will seek advice from a senior manager or outside agency as required;

- via the Headmaster or DSL disclose any information about a pupil to other members of staff on a need to know basis only;

- make all staff aware that they have a professional responsibility to share information with other agencies in order to safeguard children, and

- all staff must be aware that they cannot promise a child confidentiality.

- ensure that children are not asked leading questions.

Communication with Parents

The school will:

- undertake appropriate discussion with parents prior to involvement of another agency unless the circumstances preclude this, and

- ensure that parents have an understanding of the responsibility placed on the school and staff for safeguarding children.

Power to Search – searching, screening and confiscation

At Hill House School we recognise that children/young people may attempt to bring prohibited items onto the school site. To ensure the safety of all children/young people and staff on site, staff are authorised to search pupils or their possessions, without consent, where they have reasonable grounds for suspecting that the pupil may have a prohibited item. School staff can also search a pupil for any item if the pupil agrees.

Prohibited items are:

any article that is suspected to have been used or is likely to be used to commit an offence, or to cause personal injury to or damage to the property of any person:

- knives or weapons
- alcohol
- illegal drugs
- stolen items
- tobacco, vapes and cigarette products
- fireworks
- pornographic images
- banned items

School staff can seize any prohibited item found as a result of a search. They can also seize any item they consider harmful or detrimental to school discipline.

Where there are safeguarding concerns, staff will follow the appropriate safeguarding procedures and where required will call the police.

3. SUPPORTING THE PUPIL AT RISK

The school will:

- recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful and that it may have a detrimental effect on their well-being;

- recognise that it may be the only safe, stable and secure environment in the lives of children at risk and that this may impact on their behaviour, which may be challenging and defiant, or they may become withdrawn;

- recognise that some children actually adopt abusive behaviours and that these children must be referred on for appropriate support and intervention;

- recognise that children in care are likely to have experienced some form of abuse, neglect, or trauma prior to entering care and be living with those consequences. The Form Tutors in liaison with the DSL are responsible for children in care in our school.

The school will endeavour to support the pupil through:

- its ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued without apportioning blame;

- the behaviour policy which is aimed at supporting vulnerable pupils in the school - all staff will agree on a consistent approach, which focuses on the behaviour of the offence committed by the child but does not damage the pupil's sense of self worth;

- liaison with other appropriate agencies, which support the pupil;

- a commitment to develop supportive relationships with parents/carers whenever it is in a pupil's best interest to do so;

- recognition that children living in a home environment where there is domestic violence, drug or alcohol abuse are vulnerable and in need of support and protection.

- the threshold for dealing with an issue of pupil behaviour or bullying under the safeguarding policy is subject to local specifics. When there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm from a peer, any such abuse will be referred to local agencies. In the event of disclosures about pupil-on-pupil abuse, all children involved, whether perpetrator or victim, are treated as being 'at risk'

- When a pupil on the child protection register transfers to another school, information will be transferred to the new school immediately.

Support before statutory intervention

Staff should be particularly alert to the potential need for early help for a child who:

is disabled or has certain health conditions and has specific additional needs
• has special educational needs (whether or not they have a statutory Education, Health and Care plan)
• has a mental health need
• is a young carer
• is pregnant and/or is a parent themselves
• has exhibited early signs of abusive, violent and/or harmful behaviours

• is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines
• is frequently missing/goes missing from education, home or care
• has been repeatedly removed from the classroom, experienced multiple suspensions, is on a part-time timetable, is at risk of being permanently excluded from schools, colleges and in Alternative Provision or a Pupil Referral Unit
• is at risk of exploitation, modern slavery, trafficking, including criminal or sexual exploitation
• is at risk of being radicalised into terrorism
• has a parent or carer in custody, or is affected by parental offending
• is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse
• is misusing alcohol and other drugs themselves
• is at risk of honour or faith-based abuse such as Female Genital Mutilation or Forced Marriage
• is a privately fostered child.

Vulnerable Children

The school recognises that statistically children with behavioural difficulties and disabilities or SEN children are most vulnerable to abuse. School staff who deal with children with profound and multiple disabilities, cerebral palsy, sensory impairment and or emotional and behaviour problems are particularly sensitive to signs of abuse. Other children who are particularly vulnerable to abuse include looked after children and those who are isolated from their peer group.

In any such cases, the school is aware that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration.
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children.
- the potential for children with SEND or certain medical conditions being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs.
- communication barriers and difficulties in managing or reporting these challenges.

Drug Use and Child Protection

The discovery that a young person is using illegal drugs or reported evidence of their drug use is not necessarily sufficient in itself to initiate child protection proceedings, but the school will consider such action in the following situations.

When there is evidence or reasonable cause:

- to believe the young person's drug misuse may cause him or her to be vulnerable to abuse;
- to believe the pupil's drug related behaviour is placing them at significant risk.
- where the misuse is suspected of being prompted by serious parent/carer drug misuse.

Children of Drug Using Parents

Further enquiries will be made when the school receives reliable information about drug and alcohol abuse by a child's parents/carers in the following circumstances:

- the parental misuse is regarded as problematic, leading to a chaotic and unpredictable home environment
- children are not being provided with acceptable or consistent levels of social and health care.
- children are exposed to criminal behaviour.

Elective Home Education (EHE)

We respect that parent's may decide to educate their children/young people at home. This will be reported to the Local Authority. We recognise that home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

If we become concerned that a child/young person is suffering or is at risk of suffering significant harm, we will make a referral to Children's Social Care.

LGBTQ+ Support

The DSL understands how to support young people and families to access LGBTQ+ support through family and Youth Hubs. Young people requiring additional support may access CAMHS provision or School Nursing services.

The school curriculum reflects opportunity to explore difference and celebrate diversity.

- Hill House School plays a vital role in supporting LGBTQ+ children and young people. We create an inclusive environment where all learners feel welcome and valued.

- The fact that a child or young person may be LGBTQ+ is not in itself an inherent risk factor for harm. However, children who are LGBTQ+ can be targeted by other children. In some cases, a child who is perceived by other children to be LGBTQ+ (whether they are or not) can be just as vulnerable as children who identify as LGBTQ+

- Risks can be compounded where children who are LGBTQ+ lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced and provide a safe space for them to speak out or share their concerns with members of staff.

- LGBTQ+ inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and our school/setting will access the range of support available to help counter homophobic, biphobic and transphobic bullying and abuse.

- Hill House School will continue to work in partnership with families and agencies to ensure all children and young people feel supported and our LGBTQ+ community feel safe.

4. PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN

The school will operate safe recruitment practices including ensuring appropriate DBS checks are made, compliance with Independent Schools Standards Regulations is made, and reference checks are undertaken according to Circular DfES/0278/2002 Child Protection: Preventing Unsuitable People from Working with Children and Young People in the Education Service, Safeguarding Children and Safer Recruitment in Education (October 2013), and Working Together to Safeguard Children (Sept 2026) (WT)

- The school will consult with the designated Local Authority Designated Officer (LADO) Safeguarding in the event of an allegation being made against a member of staff and adhere to the relevant procedures in accordance with Government guidance set out in Working Together to Safeguard Children (2026).

- The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full in accordance with Government guidance 'Dealing with Allegations of abuse' (October 2012)

- The school will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents.

- The school will ensure that staff and volunteers are aware that sexual relationships with pupils under 18 or over 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of position of trust).

- The school will ensure that it will report to the Disclosure and Barring Service within one month of leaving the school any person whose services are no longer used because he or she is considered to have caused harm or posed a risk of harm to a child. This includes employees, volunteers, supply workers, contractors, student teachers, etc. The school is aware that compromise agreements cannot apply in this connection.

- The school understands that not to make a report to DBS (4.6) constitutes an offence. Knowingly employing a member of staff or taking on a volunteer who is barred is also an offence, as is failure to respond to a request from DBS for information held by the school. (Vetting and Barring Scheme 2009) Compromise agreements cannot apply in this connection, or where the individual refuses to cooperate with an investigation.

- The school will make a referral to the Teaching Regulation Agency (TRA)where a teacher has been dismissed (or would have been dismissed had he/she not resigned) and a prohibition order may be appropriate. The reasons such an order would be considered are: "unacceptable professional conduct", "conduct

that may bring the profession into disrepute" or a "conviction, at any time, for a relevant offence"

- All visiting speakers will be fully supervised by a member of staff at all times, and the content of all addresses will be examined in advance by the school. In the event of any disagreement between the school and the speaker, the address will not take place.

5. OTHER RELATED POLICIES

Physical Intervention

Our policy on physical intervention by staff is set out in a separate document and is reviewed annually by the governing body. We acknowledge that staff must only ever use physical intervention as a last resort, and that at all times it must be the minimum force necessary to prevent injury to themselves, another person or property.

Anti Bullying

Our policy on bullying is set out in a separate document and is reviewed annually by the governing body. We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures.

Online Safety

The school has an Internet Access Policy. Parents and pupils are required to sign the acceptable use policy for BYOD, which includes no use of VPNs, 3G, 4G & 5G. The school is a mobile telephone free site for pupils below Sixth Form. Mobile telephones are required to be handed in at the start of the day by those below the Sixth Form. The School protects its pupils when accessing the internet via the School's network through the use of Smoothwall and content filtering software, whose effectiveness is assessed annually by IT Manger and DSL.

The school is aware that many children may have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G), which some of them may abuse to sexually harass their peers, share indecent images consensually and non-consensually and view and share pornography and other harmful content. Fuller details of how the school deals with online bullying is within the Dealing with Bullying Policy.

The school identifies and assigns roles and responsibilities to manage filtering and monitoring systems, including:

• review filtering and monitoring provision at least annually.
• block harmful and inappropriate content without unreasonably impacting teaching and learning.
• have effective monitoring strategies in place that meet safeguarding needs

Racist Incidents

Our policy on racist incidents is set out in a separate document and is reviewed annually by the governing body. We acknowledge that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

Health & Safety

Our Health & Safety policy is set out in a separate document and is reviewed annually by the governing body. It reflects the consideration we give to the protection of our children both within the school environment and when away from the school undertaking school trips and visits.

Pupil Welfare

Our pupil welfare policy is set out in a separate document and is reviewed annually by the governing body. It reflects the consideration we give to the pastoral care and welfare of our children.

6. GOVERNING BODY SAFEGUARDING RESPONSIBILITIES.

The governing body fully recognises its responsibilities with regard to child protection and to safeguarding and promoting the welfare of children in accordance with Section 175 of the Education Act 2002 and Government guidance Working Together to Safeguard Children 2026 & 'Keeping Children Safe in Education 2026' which state that the Governing Body should ensure the school:

- has a child protection policy and procedures in place;
- operates safer recruitment procedures (Policy for Safer Recruitment) and makes sure that all appropriate checks are carried out on new staff and volunteers;
- has procedures for dealing with allegations of abuse against members of staff and volunteers;
- has a senior member of the school's leadership team who is designated to take lead responsibility for dealing with child protection issues;
- remedies any deficiencies or weaknesses in regard to child protection arrangements;
- ensures that internet monitoring and filtering are given high priority in the school.
- has a member of the Governing Body, **Mrs Joan Fearns, (01302 776300)** nominated to be responsible for safeguarding, and for liaising with the Local Authority and/or partner agencies in the event of allegations of abuse being made against the Head Teacher, and

- reviews its child protection policies and procedures annually, and the efficiency with which its duties have been discharged, and provides information to the Local Authority about them, if requested.

- ensures that the school contributes to inter-agency working in line with WT through effective communication and good co-operation with local agencies.

- informs ISI/Ofsted, within 14 days, if a teacher leaves the school with cause for concern.

- considers how children may be taught about safeguarding and radicalisation through PSHE etc, and that children should know how to keep themselves and others safe.

- ensure staff have the skills, knowledge and understanding necessary to keep safe any children who are looked after by a local authority.

- draw on the expertise of staff, including the DSL, in shaping the safeguarding arrangements and policies.

- ensure that all governors receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.

- Ensure the Governing body are aware of their obligations under the Human Rights Act 1998 21, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements

- ensure the school has appropriate filters and monitoring systems in place and regularly review their effectiveness. They should ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified.

7. Safeguarding within Early Years Foundation Stage

This policy applies to EYFS.

- **Mrs Rachael Scott-Simons**, Deputy Designated Safeguarding Lead (DSL) takes lead responsibility for safeguarding children within the EYFS setting and liaising with local statutory children's agencies as appropriate.

- The School will inform OFSTED of any allegations of serious harm or abuse by any person working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere), or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations.

- The School will inform OFSTED of the above as soon as is reasonably practicable, but at the latest within 14 days.

- The Head of EYFS must hold at least an approved level 3 qualification or above and at least half of all other staff must hold at least an approved level 2 qualification.

- Staffing arrangements in EYFS must meet the needs of all children and ensure their safety, ensuring that children are adequately supervised, including whilst eating, and ensuring children's needs are met.

- The school must promote the good health, including the oral health, of children attending the setting, at all times.

- The school does not use corporal punishment at any time, and does not use or threaten any punishment which could adversely affect a child's well-being. The school keeps a record of any occasion where physical intervention is used, and parents and/or carers are informed on the same day, or as soon as reasonably practicable.

Staff Mobile Telephones

- Any mobile telephone belonging to a member of staff must be either turned off or on fully silent mode during the working day. This includes lessons, activities, games, duties, and around corridors and playgrounds. If a member of staff needs to use a mobile telephone, he/she should do so only in the staff common room or in an office, in free time.

- If there is an occasion when a member of staff needs to be contacted urgently, he/she should give the main school number, so that the office can assist. If this is not appropriate, guidance should be sought from a member of SMT.

- PE staff and others leading out of school activities must ensure that telephones are ON when OFF SITE.

- Members of staff working in the EYFS must turn their personal mobile telephones or cameras fully off whilst working in the setting.

8. **Types of abuse and neglect**

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse, including where they see, hear or experience its effects. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm.

Physical abuse: a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical

harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone

Sexual abuse: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in making or sharing of nudes or semi-nudes, looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education.

Neglect: the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

9. SPECIFIC SAFEGUARDING ISSUES

The following are specific safeguarding issues as listed in Part 1 of KCSIE (2026). Full details and contact numbers/further guidance are available in KCSIE.

Child abduction and community safety incidents

Child abduction is the unauthorised removal or retention of a minor from a parent our anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

Staff should be aware that other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

Children and the court system

Staff should be aware that children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children.

Children Running Away or unexplainable and/or persistent absences from education,

Staff should be aware:

- Children may run away from a problem such as abuse or neglect at home or to somewhere they want to be.
- Children may have been coerced to run away by someone else.
- There are particular concerns about links between children running away and the risks of sexual exploitation.
- Missing children may also be vulnerable to other forms of exploitation, to violent crime, gang exploitation, or to drug and alcohol abuse.
- The communication difficulties of our children make them even more vulnerable as they may have limited understanding of risks posed by others.

The school's Missing Children Policy should be used when a child goes missing from school. Any such behaviour is to be reported to the Headmaster/Head of Juniors, who will judge if referral to the Designated Safeguarding Lead (DSL) is appropriate. Particular concern will be applied in instances of repeat occasions. If a child goes missing from home, the DSL will brief the LADO.

Children being absent from education for prolonged periods and/or on repeat occasions can act as a vital warning sign to a range of safeguarding issues including neglect, child sexual and child criminal exploitation - particularly county lines. It is

important the school or college's response to persistently absent pupils and children missing education supports identifying such abuse, and in the case of absent pupils, helps prevent the risk of them becoming a child missing education in the future.

Children with family members in prison

Staff should understand that approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

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

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator.

The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online.

County Lines

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

Staff should understand that children can be targeted and recruited into county and are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.
A number of the indicators for CSE and CCE may be applicable to where children are involved in county lines. Some additional specific indicators that may be present

where a child is criminally exploited through involvement in county lines are children who:

• go missing and are subsequently found in areas away from their home;
• have been the victim or perpetrator of serious violence (e.g. knife crime);
are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
• are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;
• are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity;
• owe a 'debt bond' to their exploiters;
• have their bank accounts used to facilitate drug dealing.

Modern Slavery and the National Referral Mechanism

Staff should be aware that modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK (www.gov.uk)

Cybercrime

This is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include;

• unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
• denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
• making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.
Staff should understand that children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme.

Domestic abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of

domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

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

Homelessness

Staff should know that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and/or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

So-called 'honour'-based abuse (including Female Genital Mutilation and Forced Marriage)

So-called 'honour'-based abuse (HBA) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving 'honour' often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBA are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBA, or already having suffered HBA.

Female Genital Mutilation (FGM):

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Warning signs that FGM may be about to take place,

or may have already taken place, can be found on pages 11-12 of the Multi-Agency Practice Guidelines referred to previously

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

Contact Details for mandatory reporting of FGM/Breast Ironing
South Yorkshire Police:
In an emergency call 999
When it's a non-emergency call 101

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some perpetrators use perceived cultural practices as a way to coerce a person into marriage. Staff should understand that schools and colleges can play an important role in safeguarding children from forced marriage.

Preventing Radicalisation

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). This guidance will be updated further to reflect the implications of the Prevent duty, which is expected to come into force later in 2015.

The Counter-Terrorism and Security Act 2015 will also place a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act will require partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate. Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the Act as partners of the panel. The relevant provisions of the Act came into force on 12 April 2015.

The following steps are taken to prevent Extremism and Radicalisation:

- The Promotion of British Values.
- Awareness of pupils visiting countries at risk of extremism.

- Questioning and reporting as appropriate unexplained absences.
- Training for the Designated Safeguarding Lead on the Prevent Duty.
- Training of the whole staff by Designated Safeguarding Lead on the Prevent Duty.
- Teachers must report any behaviour or comments which could indicate extremism and radicalisation to the Designated Safeguarding Lead
- Awareness of the increased risk of online radicalisation, as terrorist organisations such as ISIL seek to radicalise young people through the use of social media and the internet.
- Keeping children safe from risks posed by terrorist exploitation of social media, should be approached in the same way as safeguarding children from any other online abuse.
- The most appropriate referral could include Channel or Children's Social Care.

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.
The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations.

Channel

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

The designated safeguarding lead should consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme, and have that support in place for when the child arrives.

Contact Details: 101 (the non-emergency police number) and
the DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors : 020 7340 7264 and counter-extremism@education.gsi.gov.uk).

Child on Child Abuse

All staff should be aware that children can abuse other children (often referred to as child on child abuse). This is most likely to include, but may not be limited to:

• bullying (including cyberbullying, prejudiced based and discriminatory);
Abuse in intimate personal relationships
• physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
• sexual violence, such as rape, assault by penetration and sexual assault;
• sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be stand-alone or part of a broader pattern of abuse; causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
• upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm;
• making or sharing of nudes or semi-nudes, whether consensual or not.
• initiation/hazing type violence and rituals.

All staff should be clear as to the school's policy and procedures with regards to peer on peer abuse. Child on child abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up"; it is more likely that girls will be victims and boys as perpetrators, but all such abuse is unacceptable and will be taken seriously. It can take place inside or outside school, or online.

Staff should be vigilant about such abuse, even if there are no reported incidents.

It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting peer on peer abuse. Nor should a victim ever be made to feel ashamed for making a report.

The school attempts to minimise the risk of child on child abuse by means of implementation of the school's behaviour policy, appropriate supervision and record keeping, pastoral care, and by education of pupils through PSHE, assemblies and tutor periods

Allegations of child on child abuse will be reported to the DSL and be dealt with through the school's Safeguarding Procedures and assessed with use of the school's Assessment Matrix. They may later, if appropriate, be dealt with through the school's disciplinary procedures. They will be recorded either as safeguarding concerns, serious disciplinary incidents, or both.

Those involved in or affected by child on child abuse will be supported through the school's pastoral system and through liaison with external agencies as appropriate.

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way and that it can happen both inside and outside of school/college. When referring to sexual violence we are referring to sexual violence offences under the Sexual Offences Act 2003

as described below:

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

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

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent, or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)

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

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

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- sexual intercourse without consent is rape.

Sexual Harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school/college. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Staff should know that sexual harassment can include:

• sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
• sexual "jokes" or taunting;
• physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the

experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
• online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.
• consensual and non-consensual sharing of nude and semi-nude images and/or videos.

- sharing of unwanted explicit content;
- upskirting
- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media;
- sexual exploitation; coercion and threats.

The response to a report of sexual violence or sexual harassment

Staff should understand that the school's initial response to a report from a child is incredibly important. How the school responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual harassment to report or come forward. Not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying of some behaviours can actually lead to a culture of unacceptable behaviour. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the school's referral process.

Mental Health

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one. Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following their child protection policy and speaking to the designated safeguarding lead or a deputy.

If a mental health concern about a child that is not a safeguarding concern, they should follow the normal pastoral avenues (ie HSM or Head of Key Stage).

Serious violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

Online or Technological Abuse

It is essential that children are safeguarded from potentially harmful and inappropriate online material. The breadth of issues classified within online safety is considerable and ever evolving, but can be categorised into four areas of risk:

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

Abuse can take place online, or technology can be used to facilitate abuse offline. Staff should be aware of and alert to this, and the school will put in place curricular content and pastoral guidance to reduce the risk of this.

Online abuse can take place alongside face to face abuse.

Harmful sexual behaviour (HSB) can occur online or face to face or, indeed, with a mixture of the two.

Parents are advised concerning Online Safety by means of presentations at Parents' Evenings, BYOD policy, Acceptable Use Policy and requirement to sign in agreement.

Pupils are educated about online safety in IT and Computing lessons, PSHE, House and School Assemblies, Form Periods.

Making or sharing of nudes or semi-nudes

The school seeks to educate pupils about the dangers and legal implications of making or sharing of nudes or semi-nudes. Victims will be supported through the school's pastoral system, perpetrators will be addressed through the school's disciplinary system.

Dangerous Dogs

At Hill House School we are aware of the Dangerous Dogs Practice Guidance and the definition of dangerous dogs as follows:

The Dangerous Dogs Act (1991) prohibits persons from having in their possession or custody dogs belonging to types bred for fighting, enables restrictions to be imposed in relation to other types of dogs which present a serious danger to the public and makes further provision for securing that dogs are kept under proper control.

At Hill House School any member of staff who becomes aware of a dog that could be prohibited or considered dangerous should use the Assessing Dogs which may pose a risk to children checklist.

We will also collect the following information:

- The dog's name and breed;
- The owner's details;
- The reason for keeping the dog and information about other family members, particularly young children.

This information will then be shared with the Police and/or the Children's Social Care without delay.

Where there is a report of a child/young person having been injured by a dog (or exposed to the risk of injury/significant harm either directly due to the dog's behaviour or indirectly due to the dog's impact on hygiene in the home) a referral to Children's Social Care will be considered. In deciding whether to make a referral, consideration will be given to:

- The nature of the injuries;
- The circumstances of the attack / incident;
- Whether the parents or dog owner sought medical advice;
- Whether the dog has previously shown any aggression; and
- What action the pet owner has taken to prevent a recurrence of any attack.

If staff have reason to believe that a dog in the household is prohibited or presents a risk to a child/young person, the Police and/or Children's Social Care will be contacted immediately.

9. Signs of Abuse

PHYSICAL ABUSE:

Physical Signs:

All children have accidents and may have bruises from time to time. The child or his or her parents will usually tell you how the injuries occurred and what happened. However, if they do not tell you or do not give you an adequate explanation of what happened, you need to consider whether the injuries are a possible sign of physical abuse. Sometimes a child can be physically abused without easily identifiable signs of injury, e.g. babies who have been shaken, so it is important to act on concerns so professional assessments can be made.

Injuries not adequately explained including:

- Fractures, bruises, burns, bite marks, slap marks, implement marks e.g. belt mark.
- Grip marks - may indicate shaking
- Slap marks - cheeks, buttocks, limbs (may leave a hand imprint)
- Soft tissue marks
- Long marks
- Symmetrical bruising
- Bruising in unusual places e.g. bruises on ears
- Teeth / bite marks
- Burns with outline, e.g. outline of an iron
- Cigarette burns
- Fractures or other injuries
- Injuries which haven't been treated properly and there is delay in seeking medical attention
- Any injury to a child who isn't mobile e.g. baby under 1 year, disabled child

Behavioural Signs:

- Child appears frightened of others e.g. parent(s) or carer(s)
- Child doesn't want to go home, or runs away
- Child flinches when approached or when someone stretches a hand towards them
- Child reluctant to get undressed e.g. for games or sport activity
- Child very passive or very aggressive
- Frozen watchfulness - child sits very still watching what's going on (waiting for the next hit)
- Equally could appear overly "happy" and "eager to please"

SEXUAL ABUSE:

Physical Signs:

- Repeated, inappropriate, masturbation
- Presence of sexually transmitted disease
- Young children with age inappropriate sexual knowledge, e.g. penetration, ejaculation, oral sex
- Explicit sexual drawings

- Pain, soreness or itching in the genital or anal areas or mouth
- Recurrent genital or urinary infections.
- Pregnancy

Behavioural Signs:

- Disclosure from a child (to another child or an adult)
- Young children acting out sexual behaviours, e.g. simulating intercourse, grabbing genitalia etc
- Young children displaying sexually inappropriate knowledge or behaviour
- Persistent bedwetting, nightmares and sleep problems
- Anorexia, bulimia, self harm or excessive 'comforting' eating
- Fear of a specific person
- Running away from home
- Substance abuse
- Child having unexplained gifts, including money
- Children having 'secrets' that an adult says they are not allowed to tell
- Secrecy around internet use and webcams etc.

NEGLECT:

Physical Signs:

- Looks excessively thin or ill
- Well below average weight and height, failure to thrive,
- Recent unexplained weight loss.
- Complains of hunger; lack of energy
- Untreated conditions/injuries
- Repeated accidents, especially burns
- Left home alone inappropriately
- Repeatedly unwashed, smelly or dressed inappropriately for the weather
- Supervision/carers inappropriate (e.g 8 year old looking after other children)
- Badly decayed teeth
- Unhygienic and/or unsanitary living conditions

Behavioural Signs:

- Poor level of concentration
- Constantly hungry or 'stealing' food from others/from bins
- Not keeping Doctor or Hospital appointments
- Frequently not at school or persistent lateness
- Reluctant to go home from school
- Delayed speech development

EMOTIONAL ABUSE:

Physical Signs:

- Physical, mental and emotional developmental delay / late developer with no obvious medical reason
- Sudden onset speech disorders, e.g suddenly developing a stammer

Behavioural Signs:

- Acceptance of punishment which seems excessive
- Over-reaction to mistakes
- Continual self deprecation
- Excessive fear of new situations
- Inappropriate emotional response to painful stimuli
- Excessive behaviours, e.g. rocking, head banging, pulling own hair out
- Self harm and/or eating disorders
- Compulsive stealing/scavenging
- Excessively sad, depressed, withdrawn,
- Low self esteem
- Very poor relationship with parent/carer

10. **Contact Details**

Doncaster Children services for all concerns relating to a child Urgent requests – duty team number	01302 773777
If you have urgent concerns regarding a child or young person's mental health, please call the duty team on	01302 796191
Doncaster Professional referral response	Now online only – www.doncasterchildrenstrust.co.uk
Doncaster out of hours referral	01302 796000
LADO administrator	01302 737332
LADO	Only use this email address to contact LADO office: LADO@dcstrust.co.uk Milovan Orlandich - 01302 736784 Caroline Tanner- 01302 736473
Low level LADAS advice	educationsafeguarding@doncaster.gov.uk
Doncaster CAMHS referrals	01302 796191 Out of hours Single Point of Access on 0800 804 8999
Prevent	Christopher Sybenga G7-Prevent Regional HE/FE Co-ordinator – North East Department for Education Mobile Number: 07384456640 Email: chris.sybenga@education.gov.uk South Yorkshire Police Prevent Team - Contact details Business Hours - As below Out of Hours - Emergency 999 Out of Hours - Non-emergency 101

	Prevent Staff operate on call via the 101 - 24/7 365 Prevent internal email: Prevent_Inbox@southyorks.pnn.police.uk Prevent Sergeants PS 3712 Joanne Batty Ext 714275 / 0114 2964275 / 07770 823772 PS 3942 John Morris Ext 714801 / 0114 2964801 / 07584 617167 Prevent Officers PC 2025 Dean Kennedy Ext 714346 / 0114 2964346 / 07557255167 PC Michael Clifton Ext 714346 / 0114 2964346 / 07557254919 PC Sarinder Dev 01142 523210 PC 2708 Lindsey Howard Ext 714346 / 0114 2964346 / 07584 113601 Rachael Clarke Ext 718893 / 0114 2523893 Report Extremist Material : https://www.gov.uk/report-terrorism Preventing Terrorism : www.ltai.info Stay Safe Advice: www.npcc.police.uk/staysafe North East Counter Terrorism Unit : www.northeastctu.police.uk UK Anti-Terrorist Hotline Number: 0800 789 321 NaCTSO website is www.nactso.gov.uk (lockdown & protected space guidance)

HILL HOUSE SCHOOL

POLICY AND PROCEDURES FOR WHISTLEBLOWING

1. Policy statement

Hill House is committed to achieving and maintaining high standards with regards to services to our parents and pupils and in all our working practices. All members of staff are expected to conduct themselves with integrity, impartiality and honesty.

We seek to develop a culture that encourages the challenge of inappropriate behaviour at all levels. To achieve this aim Hill House encourages workers to report genuine concerns about malpractice, illegal acts or failure to comply with recognised policies and procedures, without fear of reprisal or victimisation.

Hill House will not tolerate harassment or victimisation of a genuine whistle blower and will treat such conduct as gross misconduct, which, if proven, may result in dismissal.

2. What is whistle blowing?

This policy is designed to deal with concerns raised in relation to specific issues, where an employee believes that one or more of the following has taken place, is happening now or may occur in the future.

- A criminal offence.
- A failure to comply with a legal obligation, statutory requirement or school policies and procedures.
- A danger to the health and safety of an individual or the school as a whole.
- Poor or unsafe practice.
- Potential failures in the school's safeguarding regime.
- A deliberate concealment of information showing any of the above

There are other policies which cover complains regarding disciplinary procedures, grievance and equal opportunities and the relevant policy should be followed where appropriate.

Whistle Blowing Procedures

You should first raise your concern with your line manager. If for any reason you find this difficult you should report the matter to the Head of Sector, the Headmaster or the Chair of the Board of Governors.

It is desirable that information should be given in writing. If the information is verbal this should be recorded and a copy given to the person raising the concern. The person should sign the record as an accurate account of the details provided.

A written record will be kept by the person receiving the information. This should include how the matter was dealt and details of any further communication with the person reporting the concern.

Once the matter is reported it will be investigated to assess what substance it has. This may involve an internal inquiry or a more formal investigation depending on the seriousness of the matter involved.

The member of staff against whom the concern is raised will be informed at the earliest opportunity and be given the opportunity to respond.

Procedures from other relevant policies may come into force at this stage. This may result in mediation and dispute resolution where necessary.

An official written record will be kept at all stages of the investigation.

If the person raising the concern wishes, feedback regarding the outcome of the investigation may be given. However information on specific actions will remain confidential.

Following an investigation, if the concerns raised are found to be false or made maliciously, disciplinary action may be taken and may be treated as gross misconduct.

September 2026

HILL HOUSE SCHOOL

Policy for Safer Recruitment

Policy Statement

Hill House is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment.

Planning and advertising

Plan advert and prepare recruitment package, to include: application form, job description, information/guidance, up to date school information.

All information must give explicit information regarding contact and responsibility for children.

All job advertisements and recruitment paperwork and all other promotional literature, including the website, will include the policy statement above.

A timetable should be drawn up to allow adequate time for applications, short listing and references to be received **prior** to interview.

The Application Form

The application form includes sections regarding: disability, medical declaration, mental and physical fitness check, verification of the person's right to work in UK, disqualification from working in childcare including disqualification by association.

Full written details are required of previous employment history which will then be examined at interview stage.

Two referees are requested, with the notice that any previous employer may be contacted.

Scrutinising and Short listing

All applications should be scrutinised to check they have been properly completed with **all** areas completed and any gaps identified and verified at interview if appropriate.

When short listing is completed the short-listed applicants will be contacted and invited for interview, with request for confirmation of ID and all relevant qualifications to be brought to the interview.

Letters will be sent to all relevant Referees in time for the interview. If no written reference received in time this will be followed up by a telephone call. The candidate's current or last employer, if unemployed, must be one of the referees. Referees will also

be telephoned where necessary for clarification or comment If the candidate is not currently working at a school, the last school will be contacted to confirm employment details and reasons for leaving.

In the event of delay all references will be scrutinised prior to appointment and any concerns addressed prior to appointment.

Reference requests should cover a range of specific verifiable questions.

Online Search

As part of the shortlisting process, the school will carry out an online search as part of its due diligence on the shortlisted candidates. This may help identify any incidents or issues that have happened, and are publicly available online, which the school or college might want to explore with the applicant at interview

The interview

All interviews will be face to face, even if there is only one candidate. All interviews will be conducted by at least 2 panel members, made up of personnel with the authority to decide to appoint. At least one panel member should have been trained in safer recruitment.

Prior to interview the panel will agree assessment criteria and a list of questions to be addressed to all candidates. Question should be based on candidates' information and competence based questions. Additional questions to individual candidates will be dependent on their responses and on any issues arising from the application.

The panel should explore attitude towards children, ability to support the school's safeguarding policy, gaps in employment and the opportunity to declare any information relevant to DBS checks.

On arrival the candidate's ID, including proof of name, address and date of birth, and relevant qualifications will be photocopied by the office staff.

A teaching applicant will be asked to teach a lesson to observe interaction with pupils and quality of teaching.

In the case of a successful candidate having worked overseas, the school will make appropriate further background checks as appropriate, having regard to any guidance issued by the Secretary of State.

Making an Offer

An offer of employment will be made to the successful candidate. This offer will be conditional on:

- two satisfactory references;
- identity verification;
- enhanced DBS Barring list/enhanced DBS check
- prohibition from management check

- prohibition from teaching order check
- DfE's *check a teacher's record* to make prohibition, direction, restriction, and children's barred list checks.
- verification of medical fitness;
- verification of qualifications;
- the induction process etc commences after all checks completed.

Records

Applicants who are not shortlisted receive an e-mail/letter advising them of this and thanking them for their interest.
Applicants interviewed but who are unsuccessful receive an individual letter/e-mail; their application forms are retained in case of need.

The successful applicant receives an offer letter and begins the DBS process. The offer letter makes it clear that the appointment cannot be confirmed until satisfactory checks have been completed.

The School uses the DBS Update Service, and holds a Single Central Register. (SCR)

Staff employed by other organisations

Hill House seeks assurances and evidence where applicable from organisations whose staff work with the school (e.g residential centres, work experience, teacher training colleges, ISI, contractors, DMBC etc) that appropriate child protection checks and procedures apply to any staff employed by that organisation and working with the school's pupils at Hill House or on another site.

Host Families etc

The school is aware that when arrangements are made for children to have learning experiences where, for short period of time, they child may be provided with care and accommodation by host family to which they are not related (foreign exchange, sports tours) these arrangements could amount to "private fostering" under the children Act 1989 or the Safeguarding Vulnerable Groups Act 2006.

Governors

Members of the Board of Governors also undertake appropriate checks prior to service, including identity, right to work, prohibition from management and DBS checks. The Chair will be subject to checks by the secretary of state.

Existing Members of Staff

If a school or college has concerns about an existing staff member's suitability to work with children, the school should carry out all relevant checks as if the person were a new member of staff. Similarly, if a person working at the school moves from a post that was not regulated activity, into work which is regulated activity, the relevant checks for the regulated activity must be carried out.

Members of staff who are promoted internally will be subject to a Prohibition from Management check.

Visiting Speakers

Members of staff who invite external speakers to address pupils should follow the Visiting Speakers' Policy and complete the appropriate form for authorisation by the Deputy Head or Head of Junior School.

September 2026

HILL HOUSE SCHOOL

Recruitment of Staff from Employment Agencies

Before a member of staff from an employment agency commences work, the school must have written notice from the agency that the required checks have been carried out to the extent relevant to that person:

- Identity
- Enhanced disclosure
- Right to work in the UK
- Barred list/List 99
- Prohibition from teaching
- Prohibition from management of an independent school
- Qualifications
- Overseas checks

The school must also see each criminal record certificate, whether or not it discloses any information. The school is not required to retain a copy on file. A certificate should have been obtained not more than three months before the person is due to begin work at the school; the agency must inform the school whether such a DBS certificate disclosed any matter or information in accordance with section 113B(6) of the Police Act 1997.

Additionally, in having regard to KCSIE, the agency should take up references, obtain a declaration of medical fitness, check previous employment history and, if applicable, check whether the person is disqualified from childcare under the Childcare Act 2006, including by association. The identity of supply staff must be checked

Before beginning work at the school, the person offered for supply by an employment business must be subject to an identity check by the school.

In the contract or other arrangement with the supply business, the school must require the business to provide notification of the above, and a copy of the DBS certificate.

September 2026

HILL HOUSE SCHOOL

STAFF/VOLUNTEER/CONTRACTOR
FACING AN ALLEGATION OF ABUSE

Introduction

This Policy will be used when a member of staff or volunteer has:

- behaved in a way that has harmed a child, or may have harmed a child;
- possibly committed a criminal offence against or related to a child.
- behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children.

This applies to all staff, including supply teachers, volunteers and Contractors.

The member of staff receiving the allegation of abuse against another member of staff, supply staff, contractor or volunteer should report this immediately to the Headmaster. If the Headmaster is away, the allegation should be passed to the Chair of Governors, **Mrs Joan Fearns (01302 776300).** The allegation should also be referred to the Designated Safeguarding Lead. However,

- If the Designated Safeguarding Lead is the subject of the allegation, the allegation should be referred to the Headmaster without informing the Designated Safeguarding Lead.

- If the allegation is against the Headmaster, the allegation should be reported to the Chair of Governors without notifying the Headmaster.

- If there is an apparent conflict of interest in reporting the matter to the Headmaster, the matter should be reported direct to the LADO.

Allegations which appear to meet the reporting criteria in KCSIE are to be reported straight away, will need urgent action and require immediate referral under local child protection procedures, as detailed below. In case of serious harm, the police should be informed from the outset. The LADO should be informed within one working day of all allegations that come to an employer's attention or that are made directly to the police. The Local Authority will designate an officer or team of officers to deal with the management and oversight of the allegation.

In the case of an allegation against a member of supply staff or contractor staff, the school will usually have to take the lead while keeping the supply agency or company fully informed and involved. In no circumstances must the school simply cease to use particular supply or contractor staff for safeguarding reasons. Reports about supply staff and contractors should be notified to their employers so any potential patterns of inappropriate behaviour can be identified.

In such an allegation, the member of staff should

- obtain written details of the allegation, signed and dated from the person who received the allegation (not from the child who made and/or was the subject of the allegation) and countersigned and dated by the Headmaster (or Designated Safeguarding Lead or nominated governor where the allegation is against the Headmaster); Schools must not undertake their own investigations of allegations without prior consultation with the local authority designated officer (LADO), or in the most serious cases, the police, so as not to jeopardise statutory investigations. In borderline cases, discussions with the LADO can be held informally and without naming the school or individual

- record any information about times, dates, locations and names of potential witnesses.

LISTENING TO CHILDREN

Children who report to a teacher (or other member of staff) that a member of education staff has abused them must be listened to and heard, whatever form their attempts to communicate their worries take. The following points give guidance on how to deal with a child who makes an allegation:

- The child should be listened to but not interviewed or asked to repeat the account. Avoid questions, particularly leading questions.
- The child should not be interrupted when recalling significant events.
- All information should be noted carefully, including details such as timing, setting, who was present and what was said, in the child's own words. The account should be obtained verbatim or as near as possible.
- Care should be taken not to make assumptions about what the child is saying or to make interpretations.
- Listened to means just that; on no account should suggestions be made to children as to alternative explanations for their worries.
- The written record of the allegations should be signed and dated by the person who received them as soon as practicable.
- All actions subsequently taken should be recorded.

A member of staff must not promise confidentiality to a pupil who makes an allegation. In responding to a child who makes disclosures, account should be taken of the age and understanding of the child and whether the child or others may be at risk of significant harm. While acknowledging the need to create an environment conducive to speaking freely, the member of staff should make it clear to a pupil who approaches him/her asking for confidentiality that, he/she will need to pass on what has been told so as to ensure the protection of the child(ren), in accordance with the local procedures agreed by the Doncaster Safeguarding Children Partnership, or the partnership where the abuse took place. Within that context, the child should then be assured that the matter will be disclosed only to people who need to know about it. The support needs of a child who express concerns about significant harm should be considered and met, utilising resources within and/or beyond the school as necessary.

Immediately an allegation is made, as well as consulting the LADO**, DMBC- 01302 737332,** the Headmaster (or, in cases where the allegation is against the Headmaster, the nominated governor) should:-

(a) obtain written details of the allegation, signed and dated from the person who received the allegation (not from the child who made and/or was the subject of the allegation) and countersigned and dated by the Headmaster (or designated teacher or nominated governor where the allegation is against the head teacher); Schools must not undertake their own investigations of allegations without prior consultation with the local authority designated officer (LADO), or in the most serious cases, the police, so as not to jeopardise statutory investigations. In borderline cases, discussions with the LADO can be held informally and without naming the school or individual.

(b) record any information about times, dates, locations and names of potential witnesses.

URGENT INITIAL ASSESSMENT OF AN ALLEGATION

Where an allegation (anonymous or otherwise) is made against a member of staff, there should be urgent consultation by the Headmaster with the LADO as to how to take the matter forward. Such consultation, and communication with the individual and parents agreed should be minuted. Where the allegation is against the head teacher, this consultation will be between the nominated governor and LADO. All such contact must be made within 24 hours. The school will share all relevant information with the agencies involved.

If a child makes an allegation that is considered to be a potential criminal act, or indicates that s/he has suffered, is suffering or is likely to suffer significant harm, then there will be an immediate referral in accordance with the local child protection procedures established by the Doncaster Safeguarding Children Partnership, or the partnership where the abuse took place. If there is any doubt of these matters, then guidance/clarification can be sought from the LEA lead officer. The school should do nothing that may jeopardise a potential police investigation, such as ask leading questions or attempt to investigate the allegation.

Procedures need to be applied with common sense and judgement. There will be instances where allegations made do not appear to require referral under local child protection procedures detailed above. The LADO should be consulted if there are any doubts. Those instances are as follows:

Where the allegation relates to the use of reasonable force to restrain a pupil, in accordance with DFE Circular 'The Use of Reasonable Force,' Advice for head teachers, staff and governing bodies. Section 93 Education and Inspections Act 2006 issued following the enactment of Section 550A of the 1996 Education Act., it will be appropriate for the head teacher to deal with the matter at school level. An

allegation of assault beyond the use of reasonable force would however need to be dealt with in accordance with the local child protection procedures as detailed above.

Where following initial consideration it is absolutely clear to the LEA lead officer and the head teacher (or where the allegation involved the head teacher, the nominated governor) that the allegation is demonstrably false by virtue of the fact that the immediate circumstances of the allegation show that it would not be possible for the allegation to be true, then again the matter can be dealt with at school level. However, in these circumstances, it should be borne in mind that if a child has made an obviously false allegation, this may well be a strong indicator of abuse elsewhere which requires further exploration. The best way for this to be achieved is through an inter-agency referral in order that any underlying causes can be teased out.

The allegation may represent inappropriate behaviour or poor practice by a member of staff which needs to be considered under local disciplinary procedures.

Therefore, when such allegations are made, there are four possible outcomes of the initial assessment:

(i) Where the pupil has suffered, is suffering, or is likely to suffer significant harm, there should be an immediate referral under local child protection procedures established by Doncaster Safeguarding Children Partnership, or the partnership where the abuse took place. The Police should be informed from the outset.

(ii) Where the child has alleged that a criminal offence has been committed, then again this will be referred under local child protection procedures and the police may carry out a criminal investigation.

(iii) The allegation may represent inappropriate behaviour or poor practice by a member of staff (which does not fall within the above categories) that needs to be considered under local disciplinary procedures

(iv) That the allegation is apparently without foundation.

FURTHER GUIDANCE ON ENQUIRIES AND INVESTIGATIONS

There are three possible types of investigation:

enquiries by social services under local child protection procedures

related police investigations into possible criminal offences

the school's disciplinary procedures.

Any disciplinary process should be clearly separated from child protection enquiries and criminal investigations. Whilst the disciplinary process may be informed by child protection enquiries and criminal investigations, and in some circumstances the child

protection agencies might decide to make a recommendation about suspension or other protective action as a result of the strategy discussion (see section 10, below), the child protection and criminal processes have different objectives from the disciplinary procedure and they should not be confused. Decisions as to suspensions and/or disciplinary action are for the head teacher/governing body (see section 15.2 about cases where consulting with police is advised prior to suspension)

Any investigation by the police or child protection agencies will take priority over an internal disciplinary investigation by the school. An internal investigation related to the same or similar allegations running alongside a criminal investigation or child protection enquiry is not likely to be good practice and should be held in abeyance pending the completion of the external enquiries and investigation. In any event, the decision as to whether to initiate an internal investigation will be more fully informed by information about the outcome of the child protection enquiries and any criminal investigation.

ACTION SUBSEQUENT TO REFERRAL TO CHILD PROTECTION AGENCIES

When an allegation has been referred through the Local Children Safeguarding Boards (LCSB) or Doncaster Safeguarding Children Board procedures to the appropriate child protection agency any subsequent enquires will be informed by the guidance. This guidance recommends that there should be a strategy discussion to plan the conduct of enquiries under child protection procedures and it is essential that the LEA lead officer and, other than in exceptional circumstances, the head teacher or designated teacher or nominated governor (where the allegation is against the head teacher) be involved in and contribute to such strategy discussions in cases of allegations against members of staff.

The strategy discussion should also consider whether any other children are likely to have been at risk in the light of the allegation and whether it may be necessary to review any previous allegations made against the member of staff or to consider interviewing any other children including ex-pupils of the school or any other schools.

The head teacher/nominated governor/LEA lead officer should balance the welfare of the accused member of staff, and the interests of the investigation taking account of the need to minimise the stress to anyone who may be wrongly accused. Staff who are the subject of allegations should be advised by the head teacher at the earliest opportunity to contact their trade union.

POLICE INVOLVEMENT

In some cases the police might wish to interview the member of staff against whom the allegation is made before any approach is made by the head teacher (designated teacher or nominated governor in cases where allegations involve the head teacher). The police may act independently particularly where the alleged offence does not arise from the individual's professional duties in the school. Police officers should be given every assistance with their enquiries but confidentiality about the enquiries should be maintained in the individual's interests.

When the police are involved, it would not normally be expected that police interviews would be undertaken on school premises and it would be expected that appointments are normally made for such interviews to occur at reasonable times.

NOTIFICATION OF INTERESTED PERSONS

The police or the strategy discussion may decide that the investigation would be hindered by an approach to parties at an early stage. The head teacher in consultation with the LEA lead officer, must ensure there is no objection by the police before contacting any parties. Subject to there being no objection, the head teacher (or nominated governor in cases involving allegations against the head teacher) should:-

(a) inform the child, children or parent making the allegation and explain the likely course of action;

(b) ensure the parents of the child who is the alleged victim have been informed of the fact of the allegation and of the likely course of action;

(c) inform the member of staff against whom the allegation is made and explain the likely course of action;

(d) inform the chair of governors/nominated governor of the school.

Where the police object to the action outlined in a-d above, the head teacher/nominated governor and the LEA lead officer should be informed accordingly and arrangements made to keep him/her informed as to when these notifications may take place or have taken place.

A written record of the action taken under this section should be made by the head teacher (or nominated governor).

ALLEGATIONS WITHOUT FOUNDATION

Where the allegation is demonstrably false, then the head teacher (or, where the allegation involves the head teacher, the nominated governor) should in consultation with the LEA lead officer and designated teacher:-

(a) take account of the fact that if a child has made an obviously false allegation of abuse, this may well be strong indicator of problems of abuse elsewhere which require further exploration. The best way for this to be achieved is through an inter-agency referral in order that any underlying causes can be teased out;

(b) inform the member of staff orally and in writing of the allegation and the fact that no further action is to be taken under disciplinary or child protection procedures. The member of staff may be accompanied by a trade union representative or friend;

(c) consider whether counselling and/or informal professional advice to the member of staff is appropriate and the form either might take;

(d) inform the parents of the child or children of the allegation and the outcome in writing;

(e) consider appropriate counselling and support for the child or children who made the allegation(s) and, where appropriate, their parents; in particular, consider what follow up action should be taken in regard to a person or child who has made an allegation that is shown to be false or unfounded, especially if it is shown to have been made maliciously; this may include action where a teacher's name has been blackened by a child or parent via social media.

(f) where the allegation has been made by a person other than the alleged child victim themselves, consideration should be given to informing the parents and child of the fact of the unfounded allegation and providing support as necessary; and

(g) prepare a report, embodying a-f above and giving reasons for the conclusion that the allegation is without foundation.

CONSIDERING WHETHER SUSPENSION IS APPROPRIATE

The provisions for any suspension of school-based staff are set out in Schedules 16 and 17 of the School Standards and Framework Act 1998. Decisions on suspensions are taken by head teachers or the governing body (action by the chair in relation to the head teacher must be notified to the full governing body). In cases where the nominated governor is not the chair of governors, the chair of governors will need to be involved in any suspension of a head teacher.

Staff against whom an allegation is made should not automatically be suspended. In the case of an immediate referral to the child protection agencies (as under sub-paragraph 7.2) immediate suspension is more likely to be appropriate. In the case where immediate referral is accompanied by consideration of disciplinary procedures, suspension may or may not be appropriate. Schools should give due weight to KCSIE, WT and the views of the LADO and the policy when making a decision about suspension. In the case of unfounded allegations, suspension is unlikely. The head teacher or nominated governor should consult with the LEA lead officer and consider any recommendation which may be made by the child protection agency as a result of the strategy discussion before a decision to suspend is taken.

Suspension may be considered at any stage of an investigation. Suspension is a neutral act, not a disciplinary sanction, and will be on full pay. Paid leave of absence, mutual agreement to refrain from work, alternative duties/locations or removal from contact with pupil may also be used as an alternative to suspension.

Suspension should not be undertaken without good reason. Circumstances in which suspension properly occurs include:-

(a) where a child or children is/are at risk;

(b) where the allegations are so serious that dismissal for gross misconduct is possible;

(c) where a suspension is necessary to allow the conduct of the investigation to proceed unimpeded.

In all cases where suspension is being considered, the head teacher or nominated governor should advise the individual to seek assistance from his or her trade union.

AN INTERVIEW TO CONSIDER SUSPENSION OF A MEMBER OF STAFF

Where suspension is being considered, an interview should be arranged. Normally, the interview should be undertaken outside pupil contact time[1]. The head teacher (or, in cases where the allegation is against the head teacher, the nominated governor) should consult with and seek advice from the LEA lead officer.

Where the police are involved in a criminal investigation, any interview arranged, where suspension is considered, should not be conducted without prior consultation with the officer in charge of the case. Where there is no police involvement, an interview should be arranged in accordance with the following procedures.

When called to an interview where suspension is a possible outcome the member of staff should be advised to seek the advice and assistance of his or her trade union. A person who is not a member of a trade union may be assisted by a friend. He/she, where accompanied, should be offered the opportunity of a brief meeting with the representative or friend before the interview.

The member of staff should be informed at the outset of the interview that an allegation has been made and that, at the conclusion of the interview, suspension might occur. It should be made clear, however, that the interview is not a formal disciplinary hearing but is for the purpose of raising a serious matter which may lead to suspension and further investigation.

The member of staff should be given as much information, including reasons for any proposed suspension, as is consistent with not interfering with an investigation about the allegation. This meeting is not concerned with examination of the evidence but is an opportunity for the member of staff to make representations concerning any possible suspension. The member of staff should be given an opportunity to make such representations after the information has been given and the reasons for any proposed suspension made out. A brief adjournment should be offered to the member of staff prior to response.

If, as a result of the interview, it is considered by the head teacher/chair of governors that suspension is necessary along with a full investigation of the allegation, the individual should be advised that he or she is suspended from duty. Written confirmation of the suspension should be dispatched within one working day, giving reasons for the suspension.

If immediate suspension is considered necessary, the rationale and justification for such a course of action should be agreed and recorded by both the case manager and the designated officer(s). This should also include what alternatives to suspension have been considered and why they were rejected.

AFTER A DECISION TO SUSPEND PENDING INVESTIGATION

Where a member of staff has been suspended, the chair of governors and Chief Education officer should be informed of the suspension formally, in writing. Where the head teacher is suspended the chair of governors should inform the Chief Education officer. In all cases a report should be made to the governing body that a member of staff has been suspended pending investigation. It is inadvisable to provide more than the minimum information necessary to the governing body, as more than this would prejudice governors' impartiality in any subsequent hearing or appeal in disciplinary proceedings. Where the head teacher has been suspended, the implications for the management of the school will need to be considered including the arrangements for an Acting Head teacher.

From 1st October 2012, there are restrictions on the reporting or publishing of allegations against teachers and so schools must make every effort to maintain confidentially and guard against unwanted publicity. These restrictions apply up to the point where the accused person is charged with an offence, or the DfE/TRA publish information about an investigation or decision in a disciplinary case.

The pupil or parent making the allegation should be confidentially informed of the suspension. Where the pupil is under 18, his or her parents should normally be informed, in confidence in so far as to do so is consistent with wider child protection considerations.

Senior teachers in the school who need to know of the reason for the suspension should be informed so far as is necessary in the particular circumstances. The head teacher/acting head teacher should take a decision on informing other staff colleagues in the school of the suspension.

The head teacher/acting head teacher should discuss with the nominated governor the extent to which it is necessary to make a statement to parents of children in the school, having considered the need to avoid unwelcome publicity.

In certain circumstances, it may be necessary for the head teacher (acting head teacher in consultation with the nominated governor) to provide immediate reassurance to parents and children in the school and there may be a need for information to continue to be provided during the course of an investigation to parents, children and other colleagues.

Guidance should be sought from the LEA lead officer or, where relevant and appropriate, from social services or the police.

The head teacher/acting head teacher in consultation with the nominated governor should consider carefully, and keep under review, decisions as to who is informed of the suspension and investigation and to what extent confidentiality can or should be maintained, according to the circumstances of a particular case. In a situation where a matter becomes common knowledge or the subject of general gossip, it may be desirable to provide an accurate statement for public information. Advice should be taken from the LEA lead officer on this matter as necessary.

SUPPORT FOR STAFF DURING THE PERIOD OF SUSPENSION

The suspended member of staff should be given the name of an LEA officer as an information contact. The main role of the contact person is to provide information as to the progress of the investigation. Social contact with colleagues and friends at the school should not be precluded except where it is likely to be prejudicial to child protection enquiries, criminal investigations or disciplinary processes.

Although it is the aim that all investigations should be conducted as speedily as possible consistent with establishing the full facts, arrangements should be made for the individual, or his or her representative, to be contacted regularly with information on progress and developments on the case. These arrangements should not preclude him/her, or his or her representative, contacting those conducting the investigation at any time.

According to the needs and wishes of the member of staff to be kept informed, a colleague contact should also be in a position to provide information about developments at the school in general.

In some cases, it may be appropriate to ask whether welfare counselling or the support of the LEA's medical adviser would be helpful, or to respond to a request for such further support.

SUPPORT FOR OTHERS CONCERNED

Support will be needed for the child or children making the allegations and their parents. Consideration should be given to the form such support shoul take. Consideration should also be given to what support may be needed for others at the school, both staff and pupils, according to the circumstances of the alleged abuse. In some cases, therapeutic counselling from expert sources may be necessary. Advice on this can be obtained via the Doncaster Safeguarding Children Partnership, or the partnership where the abuse took place.

WHERE NO ACTION IS TAKEN TO SUSPEND

The head teacher/nominated governor (in cases where the allegation is against the head teacher) should explain the circumstances which led to consideration of suspension and further explain any follow-up action which it is proposed to take. The member of staff may be accompanied by a trade union representative or friend. According to the circumstances of the case, appropriate assistance or advice may be offered. The head teacher/nominated governor should seek to establish what support, if any, is required and, where appropriate and acceptable to the member of staff should seek advice from the LEA lead officer. According to circumstances, appropriate counselling services should be considered.

If a member of staff has not been suspended but there are concerns about aspects of his/her conduct, a full investigation should be undertaken before making a decision about further action under disciplinary procedures (see Appendix).

OUTCOME OF DISCIPLINARY INVESTIGATION

At the end of the investigation, a meeting should be arranged to inform the member of staff of the next steps. He/she may be accompanied or represented by a trade union representative or friend.

If the outcome is a disciplinary charge, further action will be in accordance with the school's disciplinary procedures and will happen after child protection enquiries.

If the individual has been suspended and it is later decided not to proceed with any form of disciplinary action or to dismiss, the suspension should be lifted immediately. The head teacher/nominated governors should meet the member of staff to discuss the arrangements for their return to work.

Other than in the event of dismissal, the school should provide the opportunity for informal counselling. This could be used to give appropriate guidance, support and reassurance and help, where necessary, to rebuild confidence. There may also be a need for specific guidance and sympathetic consideration may need to be given to other employment options, in consultation with the local education authority.

On the conclusion of any investigation and any related disciplinary proceedings, the child or children who made the allegations and their parents should be informed of the outcome of the proceedings. This should be prior to the person's return to school if he or she has been suspended. In some circumstances, consideration should be given to the broader disclosure of details of the outcome, together with reasons, for example, where the issues are of general importance, have become common knowledge or have been the subject of general gossip and there is a need to provide accurate details for public information. The authority's public relations department may be able to offer appropriate advice.

Appropriate counselling and support should be offered to the child or children who made the allegations and, where appropriate, their parents, by the time the member of staff returns to school. In particular, this should take into account a child's particular needs where a false or malicious allegation has been made.

The school will make a referral to the DBS and TRA where they think that an individual whose services are no longer used for regulated activity and the DBS referral criteria are met, whether employee, contracted, student or volunteer, has engaged in conduct that harmed (or is likely to harm) a child; or if a person otherwise poses a risk of harm to a child. Compromise agreements' cannot be used to prevent a referral being made to the DBS when it is legally required, nor can an individual's refusal to cooperate with an investigation

RECORDS

Documents relating to an investigation of an allegation must be retained, in a secure place by the school, together with a written record of the outcome of the investigation and retained on the member of staff's personal and confidential file in accordance. Information about an allegation found to be malicious will not be retained on the member of staff's personnel file.

If the member of staff is dismissed, or resigns before a disciplinary process is completed, he/she should be informed about the employer's statutory duty to report

the case to the Department for Education, DBS & TRA, for consideration for their debarring from further employment.

If the member of staff applies for a position elsewhere, details of any allegation will be included in a reference, unless an allegation is malicious, unsubstantiated or unfounded.

Where a pupil has made an allegation, a copy of the statement or the record made of it should be kept on the section of a pupil's personal file which is not open to disclosure, together with a written record of the outcome of the investigation. If there are related criminal or civil proceedings, records may be subject to disclosure; and, therefore, no assurances can be given of confidentiality.

A copy of records must be given to the person concerned as well as on their personnel file. The record of the accused will be retained at least until the accused has reached normal pension age or for a period of 10 years from the date of allegation if that is longer.

POSTSCRIPT

The nominated governor/head teacher and/or the LEA may find it helpful to consider with the LADO at the conclusion of the investigation whether there are any general matters arising from it which should be brought to the attention of managers within the education department or of the ACPC as perhaps warranting a review of local policy or procedures. Any training needs of staff might also be considered as part of such a review. The publication of any such information to managers or Doncaster Safeguarding Children Partnership, or the partnership where the abuse took place should preserve confidentiality for the member of staff and children involved in the investigation.

If there has been a substantiated allegation against a member of staff, the school should work with the LADO to determine whether there are any improvements to be made to the school's procedures or practice to help prevent similar events in the future.

APPENDIX

INVESTIGATIVE PROCEDURES AFTER CHILD PROTECTION AND CRIMINAL OFFENCE QUESTIONS HAVE BEEN RESOLVED PRELIMINARY TO CONSIDERING DISCIPLINARY ACTION - GUIDANCE

The Aim of an investigation is to obtain, as far as possible, a fair and balanced picture, which should be reflected in an accurate written record. The aim is not to prove or disprove an allegation. The investigation is a fact finding exercise and is preliminary to considering the appropriateness of disciplinary action.

Undertakings of confidentiality should not be given to either a person making allegations or those interviewed. All evidence compiled in the investigation and to be relied on should be made available to the parties in any subsequent disciplinary proceedings and those giving evidence in the investigation should be so informed.

Children or parents making allegations should be interviewed and a record made of their allegations in the form of signed and dated statements. If these statements are made in the course of an internal investigation then they may be passed to the police should the matter subsequently become the subject of a police investigation. As a matter of good practice, the authors of the statements should be informed that they might be disclosed to the police. In the case of statements, or other evidence gathered in the course of an investigation, made to the police as part of any criminal investigation, they can only be provided to the school as part of a disciplinary investigation with the consent of the police and the signatories of the statements. Any statements etc which are used in the course of disciplinary hearings should be disclosed to the subject of the hearings, in accordance with the school's disciplinary procedures.

PRELIMINARY STAGES

The person undertaking the investigation should seek specialist advice as necessary, for example, from the LEA, and should familiarise him/herself with any relevant procedures and guidelines.

The person investigating should

- define areas to be investigated
- draw up a provisional list of those to be interviewed and a list of topics to be discussed, during the investigation
- check corroborative evidence
- assess the credibility of the person making the allegation.

THE INVESTIGATION PROCESS

Interviews should be carried out as soon as possible. A statement should be taken from each person, signed and dated. The person carrying out the investigation should have access to assistance as necessary to make the record. A suitable venue and time should be selected to encourage co-operation and the opportunity to be accompanied should be offered to each interviewee. At the beginning of an interview, a general explanation of the purpose of the investigation should be provided.

If, at any stage during the investigation, new evidence emerges which make a referral necessary under local child protection procedures or to the police, the investigation should be held in abeyance immediately following such a referral. Consideration should also be given as to whether suspension is appropriate in such circumstances. The disciplinary investigation should only be resumed if the responsible child protection agency and/or the police indicate that such resumption will not interfere with any child protection enquiries or criminal investigations.

INTERVIEWING A MEMBER OF STAFF WHO IS THE SUBJECT OF AN ALLEGATION

The point at which this occurs will depend upon the nature of the allegation and the investigation process.

The members of staff should be informed of:-

- his/her rights under the school's disciplinary procedure, including the right to representation.
- the allegation and invited to respond and to make a statement.
- the right either to respond or decline to respond.

Full notes should be taken of the interview and the member of staff invited to read and sign them as a true record after the interview. (A copy of the notes will be given to the member of staff.)

The member of staff should be invited to identify any persons who may have information relevant to the investigation. These names should be added to the list of those to be interviewed.

COMPILING A REPORT

Once all the relevant persons have been interviewed and all the relevant issues have been explored, the investigation is complete. The details obtained and the statements taken should then be compiled into a report.

Consideration should again be given as to whether there are matters which should be referred under local child protection procedures or to the police and whether suspension is appropriate. If there is such a referral, further proceedings at school level should be held in abeyance, and only resumed in accordance with the process outlined above.

SUBSEQUENT ACTION

A decision will need to be taken at this stage on whether further action should be taken, including the possible referral of the report under disciplinary proceedings.

September 2026

COVID 19 Addendum to Safeguarding Policy

The school can access advice from a trained DSL during periods of closure or remote working or if the usual DSL were to be unavailable for any reason such as illness.

The school continues to ensure its safeguarding arrangements cover the safety of pupils while using online learning;

The DSL will maintain regular contact with the LA to ensure effective liaison in case of LA staff changes.

The DSL will ensure the school maintains contact with any with pupils who are not yet able to return to school.

The DSL will ensure as much as possible that all appropriate training is up to date.

During remote learning, all contact will be maintained through the school's official G Suite platform.

HILL HOUSE SCHOOL

Policy for Dealing with Low Level Concerns
(Regarding a Member of Staff, Contractor or Volunteer with reference to Safeguarding)

Rationale

This policy should be read in conjunction with the school's Safeguarding Policy and Procedures, Staff Code of Conduct and Whistleblowing Policy, to enable staff to share their concerns, no matter how small, about their own or another member of staff's behaviour.

The purpose of the policy is to create and embed a culture of openness, trust and transparency in which the clear values and expected behaviour which are set out in the school's Code of Conduct are constantly lived, monitored and reinforced by all staff. The school deals with all concerns about adults working in or behalf of the school appropriately and promptly.

The school seeks to create an environment where staff are encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below expected professional standards.

Introduction

This policy seeks to

- ensure that staff are clear about, and confident to distinguish between, expected and appropriate behaviour from concerning, problematic or inappropriate behaviour – in themselves and others, and the delineation of professional boundaries and reporting lines
- empower staff to share any low-level concerns with the Headmaster
- help staff address unprofessional behaviour and help the individual to correct such behaviour at an early stage
- identify concerning, problematic or inappropriate behaviour – including any patterns – that may need to be consulted upon with (on a no-names basis if appropriate), or referred to, the LADO
- provide for responsive, sensitive and proportionate handling of such concerns when they are raised
- help identify any weaknesses in the organisation's safeguarding system.

This policy applies to all staff and volunteers at the school.

Defining a Low-Level Concern

A low-level concern is one that does not meet the harm threshold as stated in the school's Safeguarding Policy. That is, when anyone working in a school (including volunteers, supply staff and contractors) has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children (which includes behaviour that may have happened outside school posing a transferable risk to children).

Responses and actions to behaviours that may meet the harm threshold are contained specifically within section 7 of the School's Safeguarding Policy, **Policy for Staff/Volunteer facing allegation of abuse**. These should be reported to the Headmaster without delay.

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

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door;
- using inappropriate sexualised, intimidating or offensive language.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

Responsibilities of staff

It is important that all staff are clear of the expectations the school stipulates from them as contained in the Staff Code of Conduct. This is covered annually by the Designated Safeguarding Lead, and as part of the school's induction for new staff.

It is crucial that any concerns in relation to a staff member's behaviour, including those which do not meet the harm threshold, are shared responsibly and with the Headmaster. This should be done without delay.

Where there are concerns/allegations about the Headmaster, this should be referred to the Chair of Governors (whose contact details can be found in the School's Safeguarding Policy document).

Staff members who are concerned about how their behaviour may have been interpreted, or, on reflection, re-evaluate their behaviour as one that may have been in contrary to the school's code of conduct and expectations, should self-refer to the Headmaster.

Dealing with Low-Level Concerns

All low-level concerns may be shared verbally with the Headmaster in the first instance, but must then be recorded in writing.

The record should include:

- details of the concern
- the context in which the concern arose
- action taken

The name of the individual sharing their concerns should also be noted, but if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.

Where the low-level concern is provided verbally, the Headmaster should make an appropriate record of the conversation, either at the time or immediately following the discussion, paying heed to the details above. Records will be signed, timed and dated.

Records will remain confidential in accordance with the school's Data Protection policies and GDPR.

Responding to a Low-Level Concern

The Headmaster will in the first instance satisfy himself that it is a low-level concern and should not be reclassified as a higher level concern/allegation and dealt with under the appropriate procedure below:

The circumstances in which a low-level concern might be reclassified are where:

(a) the threshold is met for a higher-level concern/allegation

(b) there is a pattern of low-level concerns which collectively amount to a higher-level concern/allegation or

(c) there is other information which, when taken into account, leads to a higher-level concern/allegation.

Where the Headmaster is in any doubt whatsoever, advice will be sought from the LADO, if necessary, on a 'no-names' basis.

Having established that the concern is low-level, the Headmaster will discuss it with the individual who has raised it and will take any other steps to investigate it as necessary. If the concern has been raised via a third party, the Headmaster should collect as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously;
- to the individual involved and any witnesses.

The information collected will help them to categorise the type of behaviour and determine what further action may need to be taken. All of this needs to be recorded along with the rationale for their decisions and action taken. Reports about supply staff and contractors will be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

Most low-level concerns by their very nature are likely to be minor and will be dealt with by means of management guidance, training etc. In dealing with a low-level concern with a member of staff, this will be approached in a sensitive and proportionate way. In many cases, a low-level concern will simply require a conversation with the individual about whom the concern has been raised.

Details of the concern will be recorded along with the rationale for decisions and action taken.

Any conversation with a member of staff following a concern will include being clear with the individual as to why their behaviour is concerning, problematic or inappropriate, what change

Any conversation with a member of staff following a concern will include being clear with the individual as to why their behaviour is concerning, problematic or inappropriate, what change is required in their behaviour, enquiring what, if any, support they might need in order to achieve and maintain that, and being clear about the consequences if they fail to reach the required standard or repeat the behaviour in question. Ongoing and transparent monitoring of the individual's behaviour may be appropriate. An action plan or risk assessment may be required. Some concerns may trigger the school's disciplinary, grievance or whistleblowing procedures, which will be followed where appropriate. Some concerns may be related to performance management and advice may be sought from the school's HR manager.

Monitoring of Low-Level Concerns

The Designated Safeguarding Lead will securely retain confidential files on low-level concerns. A central log will be shared and monitored by the school's Senior Management Team on a monthly basis to ensure that all such concerns are being dealt with promptly and appropriately, and that any potential patterns of concerning, problematic or inappropriate behaviour are identified. A record will be kept of this review within SMT Minutes.

No mention will be made in job references unless either:

(a) the concern (or group of concerns) has been reclassified as a higher-level concern, or

(b) the concern (or group of concerns) is sufficiently serious to result in formal action under the school's grievance, capability or disciplinary procedure.

September 2026

Annex A Flow chart for Reporting Concerns

Concern, related to a child

Any concern that a child is:

- suffering or likely to suffer harm or abuse,
- a concern related to specific safeguarding issues.

Staff follow the Safeguarding Policy and contact the DSL, or in their absence, a Deputy DSL.

If there is a risk of immediate serious harm to a child a referral should be made to children's social care immediately by the member of staff.

Low Level Concern, related to a member of staff, volunteer or contractor

Any concern that an adult may have acted in a manner which:

- is not consistent with the Staff Code of Conduct
- relates to their conduct outside of work which has caused a sense of unease about that colleague's suitability to work

Notify the Headmaster

Allegation, related to a member of staff, volunteer or contractor

Behaviour which indicates a member of staff has:

- behaved in a way that has harmed a child or may have harmed a child.
- possibly committed a criminal offence against, or related to, a child
- behaved in a way towards a child or children that would indicate they a pose a risk

Notify the Headmaster

HILL HOUSE SCHOOL

Visiting Speakers

This form accompanies the Policy for the Promotion of Fundamental British Values and the Prevention of Extremism and Radicalisation.

Please complete the form overleaf and submit to the Deputy Head or Head of Juniors at least 1 week prior to the event.

In completing this form, please remember that the school is required to;

- preclude the promotion of partisan political views in the teaching of any subject in the school.
- take such steps as are reasonably practicable to ensure that where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views.
- ensure that principles are actively promoted which encourage respect for other people, paying particular regard to the protected characteristics set out in the Equality Act 2010(2)
- ensure that principles are actively promoted which encourage respect for democracy and support for participation in the democratic process, including respect for the basis on which the law is made and applied in England.

1/9/26

HILL HOUSE SCHOOL

Visiting Speakers

This form accompanies the Policy for the Promotion of Fundamental British Values and the Prevention of Extremism and Radicalisation.

Date of Visit	
Name of Speaker	
Audience	
Venue	
Nature of Address	
Have you any reason to think that the planned address will contravene the school's Policy for the Promotion of Fundamental British Values and the Prevention of Extremism and Radicalisation?	
Are any actions required by the school to ensure that the planned address does not contravene the school's Policy for the Promotion of Fundamental British Values and the Prevention of Extremism and Radicalisation?	

Name of Member of Staff Arranging Visit		
Date submitted		
Deputy Head /Head of Junior School Please sign *Copy to Member of Staff* *Copy to Office*	**Permission granted**	**Permission refused**

HILL HOUSE SCHOOL

Child on Child Abuse

Levels of Harm and Intervention

Introduction

Doncaster Social Services do not currently provide any guidance regarding when to refer child on child abuse.

However, we have developed the following as a Hill House guide to what we would consider 'significant' and therefore should be referred.

Some behaviour exhibited by children may be problematic but not significantly harmful to other children. These behaviours will not meet child protection thresholds but may be indicative of other needs. In these cases, the child may require an early help service or may be in need and requiring a statutory social work service.

Harmful behaviour that is abusive, directed at other children and likely to place them at risk of significant harm will be dealt with under child protection procedures and reported to the local authority.

The school has its own risk matrix to help assess whether the threshold is met to refer peer on peer abuse to the local authority (see overleaf).

Action:

0-16	Employ school's pastoral system and behaviour policy. No Referral.
17-23	Employ school's pastoral system and behaviour policy. Discuss possible referral with Safeguarding Team.
24+	Refer to Local Authority and agree on action/act on advice.

The following factors should be scored when deciding on whether the behaviour is harmful:

10 extreme risk (likely immediate contact with police)
8 high risk
5 medium risk
2 low risk
0 no risk

In extraordinary circumstances, the Safeguarding Team may decide to refer an incident which does not meet the scoring threshold.

Pupil Name (Perpetrator)		Form	
Pupil Name (Victim)			

	Risk Assessment for Referral of Child on Child Abuse:	**Assessment of risk**
	Age	
1	there is a significant difference between the age or developmental stage of the victim and perpetrator, suggesting that the behaviour is more likely to be defined as abusive.	
2	the perpetrator appears to have more power or authority over the victim, for example related to age, race, gender or physical, emotional or intellectual development; for sexual abuse, this could allow them to force the victim to consent.	
	Circumstances	
3	the victim and the perpetrator live in the same household or have regular contact, for example at school.	
4	the behaviour has taken place on a number of occasions where there is a single victim or there is a developing pattern of behaviour in relation to multiple harmful behaviours.	
5	the perpetrator has attempted to prevent the victim from reporting the incident or tried to ensure secrecy.	
6	the perpetrator is supported or joined by other children.	
	Type of Behaviour	
7	the behaviour is not age appropriate.	
8	the behaviour, both physical and verbal, involves a degree of physical aggression, sexual violence or harassment, intimidation or bribery.	
9	the perpetrator shows a pattern that seems to focus on a particular type of victim based on common features such as age, gender or vulnerability.	
	Outcomes	
10	the victim's experience of the behaviour and the impact it is having on their routines and lifestyle (e.g. not attending school).	
11	there are concerns about the perpetrator's health, emotional development or attachments or historical neglect and abuse.	
12	the perpetrator and their parents do not take the concerns seriously.	
	TOTAL:	
	SIGNED by DSL/DDSL:	
	SIGNED by DSL/DDSL:	

Safeguarding Team Comments:

Scan and upload to ISAMs	
Date	
Signature	