



# **Hillingdon Manor School**

## **SAFEGUARDING POLICY**

**LEAD DSL Primary school: Ciaran Walsh**  
**Deputies: Abigail Browne, Christopher Vivian**  
**(Yiewsley Grange) and Abi Davies (Upton Grange)**

**LEAD DSL Secondary school: Michele Lentes**  
**Deputies: Zoe Ramshaw and Kief Ho**

### **SAFEGUARDING GOVERNOR:**

**Nick Simpson**

## **1. Policy statement**

- 1.1** Outcomes First Group is committed to ensuring that children and young people are effectively safeguarded in all services including fostering, schools and residential homes.
- 1.2** All Outcomes First Group employees **must** ensure that:
- They read and are familiar with Part 1 of Keeping Children Safe in Education (2020);
  - children and young people feel safe and that they are listened to;
  - they create an environment in which children and young people feel valued;
  - safer recruitment procedures are rigorously followed (please refer to the Outcomes First Group Safer Recruitment Policy for further details);
  - they understand their roles and responsibilities in keeping children and young people safe through ongoing learning, development and supervision;
  - they are vigilant in monitoring possible signs of abuse including for those children and young people who have complex learning difficulties or specific communication needs;
  - they follow the appropriate procedures in place for sharing safeguarding concerns and that these are shared with relevant professionals in a timely manner;
  - they understand and implement local safeguarding procedures as set out in local authority arrangements;
  - children and young people have opportunity to learn about appropriate relationships with adults and recognise unacceptable behaviour by adults.

## **2. What is safeguarding and child protection?**

### **2.1 Safeguarding**

Safeguarding relates to the action taken to promote the welfare of children and young people to protect them from harm. This policy includes the safeguarding of young adult learners within Outcomes First Group schools and other settings.

### **2.2** Safeguarding is defined in Working Together to Safeguard Children (DfE, Sept 2018) as:

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

### **2.3** Outcomes First Group adopts a contextual safeguarding approach to safeguarding and child protection. Contextual safeguarding is: '...an approach to understanding, and responding to, young people's experiences of significant harm beyond their families. It recognises that the different relationships that young people form in their neighbourhoods, schools and online can feature violence and abuse. Parents and carers have little influence over these contexts, and young people's experiences of extra-familial abuse can undermine parent/child relationships. Contextual Safeguarding, therefore, expands the objectives of child protection systems in recognition that young people are vulnerable to abuse in a range of social contexts.' (Dr Carlene Firmin)

## 2.4 Child Protection

Child protection is an important aspect of safeguarding and promoting welfare. It refers to the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm. Effective child protection is essential as part of wider work to safeguard and promote the welfare of children. However, all agencies and individuals should aim to proactively safeguard and promote the welfare of children so that the need for action to protect children from harm is reduced.

## 2.5 Safeguarding is everyone's responsibility

While local authorities and placing authorities have statutory responsibilities regarding safeguarding, Outcomes First Group believes that safeguarding is everyone's responsibility. Outcomes First Group expects that staff keep the child or young person at the centre of all that they do and that any actions taken are in the best interests of the child. We also expect that children and young people are listened to and their voices are always heard. This is without exception and regardless of whether the child or young person is being cared for in a residential setting, foster home or being educated within school.

## 2.6 Defining Significant Harm/Child Abuse

'Children may be vulnerable to neglect and abuse or exploitation from within their family and from individuals they come across in their day-to-day lives. These threats can take a variety of different forms, including: sexual, physical and emotional abuse; neglect; exploitation by criminal gangs and organised crime groups; trafficking; online abuse; sexual exploitation and the influences of extremism leading to radicalisation. Whatever the form of abuse or neglect, practitioners should put the needs of children first when determining what action to take' (Working Together to Safeguard Children July 2018)

2.7 The Children Act 1989 introduced the concept of 'Significant Harm' as the threshold that justifies compulsory intervention in family life in the best interests of children. Under Section 47 of the Act, local authorities have a duty to make enquiries to decide whether they should take action to safeguard or promote the welfare of a child who is suffering, or is likely to suffer Significant Harm.

## 2.8 Under s31(9) of the Children Act 1989 as amended by the Adoption and Children Act 2002:

'**harm**' means ill-treatment or the impairment of health or development, including for example, impairment suffered from seeing or hearing the ill-treatment of another;  
'**health**' means physical or mental health; and  
'**ill-treatment**' includes Sexual Abuse and forms of ill-treatment which are not physical. Abuse or neglect is not always easy to identify; staff are more than likely to have some information but not the whole picture.

2.9 There are four defined categories of child abuse, which are deemed to be forms of 'Significant Harm': □ Neglect;

- Physical Abuse;
- Emotional Abuse; □ Sexual Abuse.

2.10 **All staff must be aware of the signs and indicators of child abuse.**

### **3. Local Arrangements for the school**

- 3.1** All staff must be aware of the local arrangements for safeguarding relevant to the school in which they work;
- 3.2** The local arrangements for Hillingdon Manor School are as follows:
- 3.3** Hillingdon Manor School safeguarding arrangements are in line with local safeguarding partnership arrangements. The local safeguarding partnership consists of the three safeguarding partners (the local authority; a clinical commissioning group for an area within the local authority; and the chief officer of police for a police force in the local authority area)
- 3.4 The Local Authority Designated Officer is Rob Wratten on 01895 250975. (Yiewsley Grange & The Manor. The Local Authority Designated Officer for Upton Grange is Slough (**Vacant post**) [lado@scstrust.co.uk](mailto:lado@scstrust.co.uk) 01753474053 / 07927681858
- 3.5** All safeguarding referrals must be reported to the local authority in which the young person resides. Hillingdon Manor School currently accepts pupils from 17 local authorities.
- 3.6** The local authority safeguarding referral procedure is posted on each local authority website.
- 3.7** For all referrals regarding radicalisation refer to the procedure posted on each local authority website.
- 3.8** For all referrals regarding refer to the procedure posted on each local authority website.
- 3.9** The local authority procedure for an early help referral is posted on each local authority website.
- 3.10** The Chair of Governors for Hillingdon Manor School is: Nick Simpson
- 3.11** The Outcomes First Group Head of Safeguarding is Nicola Thomas, Outcomes First Group, 1 Merchants Place, River Street, Bolton BL2 1BX. 07733808705. Email: Nicola.thomas@ofgl.co.uk

### **4. Safeguarding Training and Updates**

- 4.1** This policy **must** be read in conjunction with Keeping Children Safe in Education (2020). **All staff are expected to follow this policy and statutory guidance including KCSIE 2020.**
- 4.2** This policy is written so as not to replicate information contained within KCSIE part 1 (2020).

### **4.3 All staff must read the following documents: □**

Part 1 of KCSIE (2020)

- The school's Restrictive Physical Intervention Policy (Part of Positive Behaviour Policy)
- The school's Anti-bullying policy
- Outcomes First Group's Exploitation policy
- Outcomes First Group's Protecting Children from Radicalisation policy
- Outcomes First Group's Harmful Sexual Behaviours policy
- Outcomes First Group's Safer Recruitment policy

Outcomes First Group's Data Protection policy  
Outcomes First Group's Web Filtering policy

- The school's Whistle blowing and complaints policy
- The school's staff behaviour policy (Code of Conduct)
- The school's description and guidance of the role of the Designated Safeguarding Lead
- The school's description and guidance of the role of the Deputy Designated Safeguarding Lead
- DfE guidance on sexual violence and harassment between children in schools and colleges
- DfE guidance on children missing in education
- DfE guidance on Promoting the Education of Looked After Children □ DfE guidance on Teaching Online Safety in Schools

**4.4** Safeguarding updates must be regularly provided to staff, either through face to face training, meetings or through regular written updates.

- **Face to face safeguarding training must be provided (and recorded) to all staff at least annually.**
- **Due to Covid-19, social distancing guidance for schools prevented face to face safeguarding training for September 2020. Staff were provided with a presentation by email and a questionnaire on the presentation. Participation was recorded to ensure 100% of staff completed the questionnaire. Follow up support from the DSLs was provided for staff whose answers did not demonstrate an understanding of safeguarding. An Online KCSIE course was provided to all staff.**
- **Designated Safeguarding Leads must refresh their advanced training at least every two years.**

**4.5** All members of school leadership teams, including the Head Teacher and designated safeguarding lead should also be familiar with Working Together to Safeguard Children 2018.

## **5. Partnership working and sharing information**

**5.1** Partnership working and the sharing of information is key in keeping children safe. Everyone who has a role to play in caring for children has a duty to share good quality information with the relevant professionals in a timely manner.

### **5.2 General Data Protection Regulations**

All schools must ensure that they comply with the Outcomes First Group's Data Protection policy which incorporates the GDPR requirements. The GDPR works around the principles of consent and assumes the automatic right of privacy to all individuals. This applies to children and young people's personal information, as well as that of staff and parents/carer's.

**5.3** All staff must complete the GDPR training. All staff have a responsibility to ensure that they comply with the GDPR requirements.

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**5.4** Schools must ensure that they inform pupils, parents and carers of how their personal information will be stored and used.

**5.5 The GDPR is not a barrier to sharing safeguarding information. Safeguarding concerns must always be passed on.**

**5.6** Schools must ensure that they hold emergency contact details of the parents/carers of pupils. This is to be done with the agreement of the parents/carers. In line with KCSIE (2020) schools must hold more than one set of contact details for pupils.  
Data breaches must be reported immediately to the Data Protection manager as set out in the Data Protection Policy.

## **6. Designated Safeguarding Lead**

**6.1** 'Governing bodies and proprietors should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead. The designated safeguarding lead should take lead responsibility for safeguarding and child protection. This should be explicit in the role-holder's job description.' (KCSIE 2020)

**6.2** The Executive Head Teacher must appoint one individual to be the lead Designated Safeguarding Lead, and make arrangements for there to be deputy Designated Safeguarding Leads in place who will manage any immediate safeguarding incidents in the Designated Safeguarding Lead's absence. The Designated Safeguarding Lead (and deputies) will receive DSL training every two years.

**6.3** The Head Teacher must ensure that job descriptions for Designated Safeguarding Leads and Deputy Designated Safeguarding Leads are kept on personnel files and clearly state their responsibilities.

**6.4** The DSL (or deputy) must always be available during school hours for staff to discuss any concerns. The DSL must be an appropriate senior member of the leadership team.

### **6.5 The main responsibilities of the Designated Safeguarding Lead are to:** □

- provide support to staff regarding safeguarding concerns;
- lead on advising staff of any action to be taken due to a safeguarding concern;
- ensure that children and young people are immediately safeguarded from harm and abuse;
- ensure that there is appropriate cover during their absence, and that staff know who to approach if the Designated Safeguarding Lead is unavailable;
- liaise with local authorities and other professionals, sharing information and fully assisting with any enquiries;
- adopt a child focused and holistic approach to deciding on further action;
- refer allegations to the Local Authority Designated Officer;
- refer safeguarding concerns to placing and host local authorities;
- refer suspected cases of radicalisation to Channel;
- refer suspected case of Female Genital Mutilation to the police;

- refer suspected cases of Child Sexual Exploitation and trafficking to the police;
- refer cases to the Disclosure and Barring Service after staff have been dismissed or there is suspected harm having been caused to children and young people;
- liaise with Outcomes First Group Quality Assurance Team and HR Team of any allegations or suspected harm having been caused to a child by an employee, supply staff or volunteer of or for Outcomes First group;
- ensure that the school complies with the work of the local safeguarding partnership. □ Ensure that all staff receive regular update training in relation to safeguarding; provide safeguarding updates to senior managers and school governors; ensure that there is effective monitoring and oversight of all safeguarding concerns;
- promoting the educational achievements of Looked After Children in line with the Children and Social Work Act 2017.

**6.5** It is important that all staff understand the role of the Designated Safeguarding Lead on their appointment within the school and as part of their induction. The Designated Safeguarding Lead is responsible for ensuring that all staff understand their roles and responsibilities regarding safeguarding children and that a child focused approach is taken. The Designated Safeguarding Lead will assess safeguarding concerns within the context of young people's environments. This is known as contextual safeguarding. The Designated Safeguarding Lead must ensure that clear, concise and good quality documents are kept of all allegations or safeguarding concerns. Data protection is not a barrier to record keeping or information sharing.

**6.6** When young people move schools or move into further or higher education, the Designated Safeguarding Lead is responsible for ensuring that the necessary information is shared with the new school or college. It is the Designated Safeguarding Lead's responsibility to ensure that a pupil's child protection file is transferred to the new school or college as quickly as possible and as securely as possible. Confirmation of receipt must be obtained. **Files must be transferred securely.**

**6.7** Consideration must be given to sharing information verbally with the new school or college prior to the child or young person leaving. The Designated Safeguarding Lead must ensure that confidentiality of any third parties is not breached and that they comply with GDPR. Records must contain factual information and must not be speculative. These documents must be kept confidential with the exception of sharing them with relevant professionals as part of safeguarding and protecting the child or young person. Records must be updated and any actions must be followed up and completed. It is the responsibility of the Designated Safeguarding Lead to ensure that a safe and satisfactory outcome has been reached and that all actions have been completed.

## **7. Roles and Responsibilities of Staff**

**7.1** Outcomes First Group recognises that it is not just one person's role to safeguard children but that it requires a collective response to safeguarding. All Outcomes First group employees must understand their roles and responsibilities regarding keeping children safe and reporting concerns.



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**7.2** During staff induction, staff will receive safeguarding training. Staff must be familiar and understand the role of the Designated Safeguarding Lead, the local safeguarding partnership and the individual systems relating to safeguarding within the school. Staff must also know, understand and implement the school's behaviour management policy, the child protection policy, the school's code of conduct, the safeguarding response to children who go missing from education and Keeping Children Safe in Education 2020, Part 1.

**7.3 Staff are responsible for:**

- compliance with Outcomes First Group policies, statutory guidance and legislation including Keeping Children Safe in Education (2020) and Working Together to Safeguard Children (2018);

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understanding the role of the Designated Safeguarding Lead; helping to develop and deliver a curriculum which helps children and young people to understand about abuse, appropriate and safe relationships with adults and peers, and keeping safe both online and off line;

- helping to provide an environment where children and young people feel safe and valued;
  - attending training and meetings;
- ensuring that they fully understand how to report concerns and if not, asking for further training and support;
- understand the safeguarding response to children who go missing from education;
- listening to children and young people;
- supporting children and young people if they disclose safeguarding information;
- ensuring that they are alert to signs of abuse by peers or adults;
- ensuring that they are aware of indicators or possible signs of neglect;
- ensuring that they closely monitor any possible signs of abuse or harm for those children who are unable to communicate verbally or who have complex health and care needs;
- keeping sensitive information confidential and sharing it only with those professionals for whom it is relevant;
- helping to identify those children or young people who may benefit from Early Help; □ helping to implement Child Protection Plans.

**7.4** Staff are in a close position to children and young people within schools as they know the children and young people. They have regular contact with them and so are in the best position to know if a child or young person is behaving in a way which could possibly indicate that they are being hurt or harmed. Any concerns, whether these are nagging doubts, worries, concerns or based on information told to them, must be reported **immediately** to the Designated Safeguarding Lead both verbally and in writing on the school's yellow, Cause for Concern forms. **It is the staff member's responsibility to ensure that this information is acted upon. They have a duty to follow up with the Designated Safeguarding Lead to ensure that action has been taken.**

### **7.5 Early Help**

'A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. Local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989' (KCSIE 2020)

**7.6** It is important that staff take swift and effective action to safeguard children and young people and to stop concerns from escalating. It may be that some children and young people will benefit from Early Help.

**7.7** Staff must be aware and alert to the possibility of Early Help being needed for those children and young people who have particular vulnerabilities, such as those who:

- are disabled or who have specific additional needs;
- have special educational needs (whether or not they have a statutory education, health and care plan);

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- are young carers;
- are showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- are frequently missing/going missing from care or from home;
- are misusing drugs or alcohol themselves;
- are at risk of modern slavery, trafficking or exploitation; are in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- have returned home to their family from care;
- are showing early signs of abuse and/or neglect; □ are at risk of being radicalised or exploited; □ are a privately fostered child.

**7.8** When a child or young person has been referred for Early Help, it is the responsibility of the Designated Safeguarding Lead to set up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead professional. Any such cases should be kept under constant review and consideration must be given to a referral to children's social care for assessment for statutory services, if the child's situation does not appear to be improving or is getting worse.

## **8. Reporting concerns**

### **8.1 What to do if a child or young person discloses**

If a child or young person discloses information to a member of staff, they must ensure that they:

- listen to the child or young person;
- do not dismiss what the child or young person tells them. All concerns must be acted upon rigorously;
- do not promise to keep it a secret. They must explain that they have a duty to share information to keep them safe and protect them;
- **do not photograph/video the child's injury using any device whatsoever. A paper body map is available next to the yellow, Cause for Concern forms.**
- write down on the school's yellow, Cause for Concern forms what the child or young person tells them. This must be accurate and in the child's words;
- immediately report the concerns either verbally or by submitting the yellow, Cause for Concern form directly to the Designated Safeguarding Lead or deputy. If neither is available, the member of staff must report the information to the Executive Head Teacher, or Regional Director for Education and Care;

**8.2** Staff must be alert to not just potential familial abuse, but also to children and young people making allegations against staff, volunteers or peers.

**8.3** All concerns, however small or trivial they may seem, **must** be immediately reported to the Designated Safeguarding Lead. This must be done either verbally or on a yellow, Cause for Concern form and submitted **on the same day** and documented on iSAMs Well being

manager-This is the school's electronic recording system. The member of staff has a responsibility to ensure that action has been taken with regards to the concerns on the **following day** and that the concern is documented on the electronic system. If action is not taken in a timely way as the member of staff sees fit, they have a duty to escalate their concerns to the Executive Head Teacher or the Regional Director for Education and Care.

- 8.4** Staff must prioritise the child or young person's immediate safety. They must remain professional and adhere to all safeguarding and confidentiality procedures. After sharing the information with the Designated Safeguarding Lead or deputy, they must not share it with anyone else.
- 8.5** On receipt of the information, the Designated Safeguarding Lead must consider all information and then report (if appropriate) this within **one working day** to the host authority, placing authority, Regional Director for Education and care and where relevant, the Local Authority Designated Officer and Police.

## **9. Peer on Peer Abuse and Bullying**

- 9.1** **KCSIE (2020) states; ' ... abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up"'.**
- 9.2** Staff must ensure that they create a school environment where children and young people's safety is paramount and where unacceptable or unsafe behaviour will not be tolerated. Staff must be aware and alert to incidents of online abuse, sexting, sexual violence and sexual harassment between pupils and bullying. This includes upskirting which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks for sexual gratification, or to cause the victim humiliation, distress or alarm. Staff must be alert to possible signs of peer on peer abuse. Inappropriate language must be rigorously and consistently challenged.
- 9.3** A contextual safeguarding approach must be taken when considering possible peer on peer abuse. Children and young people who display harmful behaviours must be seen as potential victims themselves, and the wider environmental risks must be taken into account. Staff must challenge any gender bias or derogatory language used by staff or pupils. Staff must not dismiss any concerns brought to them by pupils. Staff can report concerns verbally but they must ensure that all concerns are recorded on the yellow, Cause for Concern form followed by the schools Electronic recording system by the end of the school day.
- 9.4** **Staff must act immediately and report any concerns regarding peer on peer abuse to the Designated Safeguarding Lead.**
- 9.5** When making decisions about how to deal with allegations, the age and understanding of the young person who has displayed harmful behaviour must be taken into consideration, as well as any relevant personal circumstances and how this relates to their behaviour. Schools must consider any disparity in age between the young person who has displayed harmful behaviour and the victim, the impact the behaviour has had on the victim, and any element of coercion or violence.

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**9.6 What to do if there are concerns**

Designated Safeguarding Leads must deal with any concerns of peer on peer abuse immediately and sensitively. As much information as possible must be gathered from the victim and the young person who has allegedly displayed harmful behaviour in order to gain the facts of what has happened.

**9.7** The language used must be sensitive, non-judgemental and must not blame the victim. Victims must be supported and reassured that their safety and welfare within the school is the priority. Risk assessments must be implemented where necessary.

**9.8** Where the Designated Safeguarding Lead believes that there has been significant harm caused to the pupil, a referral must be made to the local authority immediately. In agreement with the local authority, parents/carers must be informed. Where possible, as best practice, parents/carers are to be informed face to face.

**9.9** If the local authority do not believe it meets their threshold for further action and the Designated Safeguarding Lead is not in agreement, this must be challenged with the local authority.

**9.10 After the outcome/conclusion of the incident:**

- a contextual safeguarding approach must be taken;
- schools must take all necessary action to learn from the incident and prevent future incidents from occurring, such as through targeted education around specific types of peer on peer abuse;
- support for the victim must be offered and provided where possible. If necessary, appropriate risk assessments must be implemented to provide reassurance and safety for the victim;
- schools must ensure that they **do not** adopt a victim blaming approach;
- the Designated Safeguarding Lead must complete an investigation into the incident; The investigation must consider the occurrence of the incident itself as well as whether it is an isolated incident, and the personal circumstances of the young person who is alleged to have displayed harmful behaviour;
- if necessary, appropriate referrals must be made to support services for the young person who has displayed harmful behaviours;
- a risk assessment to be completed and implemented for the young person who has displayed harmful behaviours in order to safeguard them and other pupils.

**9.11 Bullying**

Severe or persistent forms of bullying can result in Significant Harm, which is why those providing services for children should have adequate policies, procedures and training to counter bullying. Bullying occurs when a person or group of people behave in ways which are designed to cause distress or to hurt a person or group of people. Bullying can be overt and plain for all to see. It can be subtle and insidious. Bullying can become part of the culture, recognised or believed by all or a significant number of people as 'acceptable'; it can even be encouraged and rewarded.

**9.12** Outcomes First Group has a zero tolerance approach to bullying. All staff have a responsibility to challenge bullying even at a low level. Staff must help children and young people to understand what bullying is and how to report it. Bullying must be dealt with as a safeguarding matter. Staff must report any bullying concerns to the Designated Safeguarding Lead **on the same day**. The concerns must be documented appropriately.

**9.13** Schools have a responsibility to ensure that those children and young people who bully, are supported and helped to understand the impact of their actions.

**9.14** For further information please refer to the school's anti-bullying policy, child protection policy, the Web Filtering policy, and the DfE guidance 'Sexual violence and sexual harassment between children in schools and colleges' December 2017.

**9.15 All staff have a responsibility to report any suspicions or concerns that a child has or may be mistreated or harmed.**

**9.16 Preventative Strategies**

The school will take all appropriate action to ensure that children and young people learn about appropriate relationships with adults, keeping safe, online safety as well as sex and healthy relationships. PSHE lessons, Relationships Education, and Relationships and Sex Education will focus on important age appropriate issues in line with Government guidance. Staff must ensure that children and young people have opportunity to learn about safe relationships between peers as well as who they can talk to if they have any concerns.

**9.17** Children should be supported by staff to understand what abuse is. Children must be listened to and enabled to report any abuse or neglect at the earliest opportunity. They should be given information about how to report abuse or any concerns about possible abuse. This should include being able to access in private, relevant websites or help lines such as Childline to seek advice and help.

**9.18** The school recognises that some children and young people are more vulnerable by virtue of their complex health or behavioural needs, or disabilities. In these instances, all staff have a responsibility to be the 'eyes and ears' and report all concerns to the Designated Safeguarding Lead.

**9.19** For further information, refer to Part 5 of Keeping Children Safe in Education (2020) 'Child on Child Sexual Violence and Sexual Harassment'.

**10. Children Missing Education**

**10.1** All staff must be aware of the risks associated with children who go missing from education, and particularly that very often missing incidents are a warning sign of other safeguarding concerns such as exploitation, forced marriage, FGM, substance misuse or mental health problems. The risk of exploitation and abuse increases for those children and young people who go missing from home and school.

Early identification and intervention is a priority. Schools must have appropriate procedures in place for monitoring the attendance of children and young people in school. Children and young people's attendance must be monitored through Senior Leadership Team Meetings and Governance.

**10.2** The Executive Head Teacher must ensure that there are two contact numbers on a pupil's file. The Designated Safeguarding Lead must contact the main emergency contact as detailed on the pupil's file should there be concerns regarding the pupil missing education. Staff must report all unauthorised absences to the Designated Safeguarding Lead. The Designated Safeguarding Lead must make contact with the child or young person's parent/carer immediately to establish the child or young person's whereabouts. The Designated Safeguarding Lead must inform the placing authority of a pupil's poor attendance.

**10.3** The Designated Safeguarding Lead is responsible for investigating any unexplained absences. Reasonable enquiries must be made to locate a child or young person who is missing from education. The Designated Safeguarding Lead **must** refer any safeguarding

concerns regarding the absence of a pupil to the local authority. In cases where there are immediate concerns regarding forced marriage or FGM, the Designated Safeguarding Lead must refer to the police immediately. All information **must** be documented appropriately.

**10.4** Children and young people who are repeatedly missing from education are at particular risk of harm. Attempts must be made to talk to the child or young person about why they are missing from education. Records must be kept of those discussions. Any safeguarding information which the child or young person discloses must be shared **immediately** with the local authority. If the child or young person discloses immediate safeguarding concerns, the Designated Safeguarding Lead must share this information with the police.

## **11. Exploitation**

**11.1** Exploitation of children and young people is a form of child abuse and can include sexual exploitation or criminal exploitation. Schools must write and implement a local exploitation procedure which staff must be familiar with.

**11.2** All staff **must** know the definitions, signs and indicators of CSE and County Lines. Designated Safeguarding Leads must provide ongoing training and learning to staff around exploitation. All staff **must** have training in exploitation.

**11.3** All staff **must** read Outcomes First Group's Exploitation policy as well as refer to Keeping Children Safe in Education (2020).

**11.4** Staff **must** report concerns regarding exploitation **immediately** to the Designated Safeguarding Lead. Staff must document their concerns appropriately **on the same day**. Where there are immediate concerns relating to children and young people's safety due to exploitation, Designated Safeguarding Leads must make a same day referral to the local authority and report the concerns to the police as well as to the Regional Director for Education and Care.

**11.5** Where there are low level concerns, Designated Safeguarding Leads must document the concerns on a chronology in order to establish a full picture of what is happening for the child or young person.

**11.6** It is everyone's responsibility to help children and young people know about grooming and exploitation. Schools must ensure that children and young people know who to talk to if they are concerned about child exploitation.

### **11.7 Female Genital Mutilation**

In line with KCSIE (2020), teachers have a legal duty to share concerns regarding FGM; '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'.

**11.8** Staff must read and be familiar with statutory guidance regarding reporting FGM 'FGM Fact sheet' as outlined within KCSIE 2020 page 88.



**11.9** Teaching staff have a legal duty to share concerns with the Designated Safeguarding Lead and to report any concerns. In suspected cases of FGM, staff must refer to the local authority as well as the police. The Designated Safeguarding Lead will assist and support staff with this.

**11.10** The Designated Safeguarding Lead must ensure that immediate concerns regarding potential abuse, harm, honour-based abuse including FGM, forced marriage and breast ironing, CSE and Trafficking or Radicalisation are shared **immediately** with the relevant Regional Director for Education and Care (chair of governors) and that staff have documented them appropriately.

## **12. Preventing Radicalisation**

**12.1** Outcomes First Group fully recognises its responsibility to have arrangements in place to safeguard and protect children from radicalisation. Section 26 of the Counter-Terrorism and Security Act 2015 places a statutory responsibility on schools to 'have due regard to the need to prevent people from being drawn into terrorism'. This is known as the 'Prevent' duty.

**12.2** All staff must be aware of the signs and indicators of radicalisation. Staff must be proactive in reporting any concerns, regardless of how small they may be, to the Designated Safeguarding Lead. Designated Safeguarding Leads must assist staff to report all concerns regarding radicalisation to the Police as well as the Regional Director for Education and Care. Staff must document their concerns appropriately.

**12.3** All staff must be aware of the local procedures relating to reporting radicalisation concerns.

Hillingdon Manor School, like all other schools, is required to identify a Prevent Single Point of Contact (SPOC) who will be the lead within the organisation for safeguarding in relation to protecting individuals from radicalisation and involvement in terrorism: this will normally be the Designated Safeguarding Lead.

**The SPOC for Hillingdon Manor School is Ciaran Walsh (Executive Head Teacher for the primary and secondary sites).**

## **13. Children Requiring Support with their Mental Health**

**13.1** Outcomes First Group recognises that schools have an important role in supporting the health and wellbeing of children and young people. Mental ill-health can be an indicator of child suffering or at risk of abuse, neglect or exploitation. All schools should have systems in place for identifying mental health problems and referring to appropriate agencies for additional support. This will ordinarily be with the consent of the child and their family. All details of concerns and any referrals or other support arranged for the child should be documented on the schools electronic recording system.

**13.2** Schools can refer to the Mental Health and Behaviour in Schools guidance (2018) <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2> guidance provides advice on how to create a whole school culture in promoting positive Mental health outcomes for children and young people.

The

## **14. Physical Interventions**

- 14.1** While every school creates an atmosphere of nurturing, unconditional positive regard and warmth, Outcomes First Group recognises that on occasion it may be necessary to use physical intervention to keep a child or young person safe. Physical intervention must be a last resort.
- 14.2 All staff must read and know Hillingdon Manor School's individual Physical Intervention Policy-contained within the Positive Behaviour Policy.**
- 14.3** If a child or young person makes an allegation after a physical intervention, it is important that the member of staff writes down as much information as possible. Staff must complete body maps immediately after the event and make an appropriate electronic record. Staff must also verbally inform the Designated Safeguarding Lead/deputy as well as recording it onto the schools electronic recording system. **Medical attention must always be sought for the young person.** Staff must inform their parents or carers. Allegations of harm relating to physical interventions must be reported to the Regional Director for Education and Care, [safeguarding@ofgl.co.uk](mailto:safeguarding@ofgl.co.uk) and the Local Authority Designated Officer.

## **15. Allegations against Staff**

- 15.1** Keeping Children Safe in Education (2020) considers an allegation to be any concern, complaint or disclosure that indicates a member of staff, agency staff or volunteer or has:
- Behaved in a way that has harmed a child or may have harmed a child
  - Possibly committed a criminal offence against or relate to a child
  - Behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
  - Behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- 15.2** All allegations must be treated seriously. Staff must maintain an open mind and suspend all judgement. Allegations must never be dismissed. When managing allegations, it is important that staff maintain a level of professional curiosity. Staff have a responsibility to look after themselves and not to place themselves into situations which could present as unsafe. Staff must report any concerns to the Regional Director for Education and Care and the Designated Safeguarding Lead.
- 15.3** When a child makes an allegation about a member of staff, the member of staff receiving the complaint must write everything down and document it on the yellow, Cause for Concern form and the electronic recording system used by the school. The member of staff must immediately report the allegation to the Designated Safeguarding Lead or deputy. The Designated Safeguarding Lead has a responsibility to take all allegations seriously regardless of whether a child or young person has made previous allegations. The Designated Safeguarding Officer may wish to speak with the LADO and seek advice about next steps on the same day. Allegations must be reported to the Local Authority Designated

Officer within one working day. The Designated Safeguarding Lead must ensure that they follow the Outcomes First Group's Managing Allegations Procedure.

- 15.4** Part four of Keeping Children Safe in Education (2020) outlines the importance of retaining oversight of any concerns or allegations about agency or supply staff, volunteers or any member of staff employed by a third party working in the school setting. Whilst the individual may not be employed by Outcomes First Group, **schools must ensure** that allegations are managed properly. KCSIE (2020) states 'In no circumstances should a school or college decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the Local Authority Designated Officer (LADO) to determine a suitable outcome. Governing bodies should discuss with the agency whether it is appropriate to suspend the supply teacher or redeploy them to another part of the school whilst they carry out their investigation.'
- 15.5** If the allegation is regarding the Head Teacher/Principal then the Regional Director for Education and Care must be informed immediately. They will then seek advice from the LADO.
- 15.6** **All allegations made against staff must be reported to the Regional Director for Education and Care and HR and the Group Head of Safeguarding via [safeguarding@ofgl.co.uk](mailto:safeguarding@ofgl.co.uk) . Outcomes First Group recognises that managing allegations can be challenging and so will support with the process.**
- 15.7** It is the responsibility of the Designated Safeguarding Lead to ensure that all allegations are managed in line with local safeguarding partnership procedures.

## **16. Working with the Local Authority Designated Officer**

- 16.1** In all referrals, the Designated Safeguarding Lead is the lead professional within the school for ensuring that a timely response is received from the local authority or LADO. If a response is received which the Designated Safeguarding Lead believes is inappropriate and does not prioritise the child or young person's safety, this must be escalated to the Head Teacher or Governors of the school to agree further action.

## **17. Whistleblowing**

- 17.1** Safeguarding is everyone's responsibility. Outcomes First Group recognises that on occasion staff may feel that they are unable to tell someone within their immediate place of work about any safeguarding concerns that they may have. Outcomes First group also recognises that children will be unable to voice their concerns if they are in an environment where staff also fail to voice their concerns.
- 17.2** All staff have a duty first and foremost to the children in their school. Any concerns, regardless of how small they may seem, must be reported. Designated Safeguarding Leads and Head Teachers have a responsibility to ensure that they create an environment where staff feel safe to openly voice any concerns and that they feel listened to. It is also important that staff feel supported if concerns are raised about them. If staff see or heard about other colleagues practice which they are concerned about, which potentially may

cause emotional or physical harm to a pupil, or if the standard of care being provided falls short of expectations, they must report this.

**17.3** Outcomes First group has an anonymous telephone support system (Safecall) where staff are able to share any concerns that they may have, safely and without fear of reprisal. All whistleblowing concerns will be taken seriously and treated as such.

**17.4** Staff can call Safecall on **08009151571**, report online **[www.safecall.co.uk/reports](http://www.safecall.co.uk/reports)**, or email **[outcomesfirstgroup@safecall.co.uk](mailto:outcomesfirstgroup@safecall.co.uk)**

## **18. The role of Senior Manager and Governor**

**18.1** Like teaching staff and volunteers, senior managers and Governors must be safely recruited and have all relevant checks on file. Please see the Safer Recruitment policy for further information.

**18.2** Governors must have oversight of safeguarding policies and procedures that they are being effectively implemented within the school and that training is effective. In line with KCSIE (2020), which states that; 'Governing bodies and proprietors should have a senior board level (or equivalent) lead to take **leadership** responsibility for their schools or college's safeguarding arrangements'. The named Governor for the school is Nick Simpson.

**18.3** It is the Governors' responsibility to ensure that there is a named Designated Safeguarding Lead and that the school contributes to multi-agency working in line with Working Together to Safeguard Children (2018).

## **19. Safer Recruitment**

**19.1** The Outcomes First Group Safer Recruitment Policy sets the processes which must be followed for the recruitment of staff and volunteers.

**19.2** It is the responsibility of the Head Teacher to ensure that the Single Central Record is compliant with legislation and statutory guidance and kept up to date and is stored confidentially.

## **20 Managing Referrals to Disclosure and Barring Service, Social Work England, or other professional bodies including the Care Council for Wales (CCW), and/or the Scottish Social Services Council (SSSC), Northern Ireland Social Care Council (NISCC) or Teacher Regulation Authority.**

**20.1** A Sub-Committee of the Outcomes First Group Safeguarding & Quality Committee takes an overview of all professional conduct issues to ensure the Group is compliant and consistent with all legal duties relating to referrals to professional bodies and the Disclosure and Barring Service.

- 20.2** Outcomes First Group managers must notify the Safeguarding Sub-Committee of all Referrals and potential referrals to the Disclosure and Barring Service or any relevant professional body in the UK.
- 20.3** All professional conduct issues which may require a referral to a professional body, whether they relate to safeguarding children or not, must be referred to this sub-committee. For example, a teacher may be prohibited from teaching for a wide range of reasons which do not relate to the safety of children or young people.
- 20.4** The Safeguarding Sub-Committee will support the decision-making process to refer an employee to a professional body / DBS and make it clear who is responsible for the submission of any relevant documentation. This will normally be delegated to a senior manager within the division.

Author	Nicola Thomas
Document Title	Safeguarding and Child Protection
Date Reviewed	August 2020
Next Review Date	August 2021

## **Appendix 1**

### **COVID-19 Safeguarding Practice Guidance for Educational Settings**

The following guidance has been created to assist educational senior leadership teams to ensure that full consideration and prominence is given to safeguarding matters in Outcomes First Group Educational settings during the COVID-19 outbreak in the United Kingdom. The guidance is based on current government guidance and information provided by the National Association of Independent Schools and Non-maintained Special Schools.

This guidance should be read in conjunction with any government guidance issued for educational settings (links provided below) and with regard to the Outcomes First Group COVID-19 updates.

#### **Legislation and statutory guidance always supersede this guidance.**

All employees, children and young people must follow the government guidance on self-isolation and social distancing. Any child or staff member who appears to be or is reporting to be symptomatic should be sent home without delay.

Each setting will have individual arrangements and characteristics that may require deviation from this guidance document. In this case, the Assistant Director of the setting should be informed.

All staff should continue to have full regard to Keeping Children Safe in Education (2020) and all Outcomes First Group procedures, including the Safeguarding and Managing Allegations against Outcomes First Group employees policies. This applies at all times, when working online or offline, remotely or at a setting.

#### **Designated Safeguarding Lead role and responsibilities**

Ensure that all staff, children and young people are aware of how to contact the DSL and who their deputies are should they be unavailable to work.

Develop and agree a setting contingency plan should the DSL become unavailable for work and the current deputising arrangements become depleted. This may be that an alternative senior leader has a buddying arrangement with a DSL from another setting for support should this be required.

Consider whether electronic record keeping systems can be accessed remotely (only if able to do this securely). If a member of the team is unable to attend work due to self-isolation, they may be able to continue to function as part of the DSL team remotely with this access.

Do not remove sensitive or confidential case-related information from the school to take to another location for remote working. Consider other mechanisms to access the information securely.

Ensure that DSL's and deputies have methods for regular discussion to avoid any miscommunication.

It is encouraged that DSL's form cluster groups (within the Assistant Director's immediate team) to ensure all settings are supported effectively throughout this period. Assistant Directors may nominate a lead DSL from each cluster to facilitate regular discussion among the schools DSL's.

### **Practice Guidance (Children and Young People)**

Many of the children and young people we educate have EHC plans and may remain in school throughout the COVID-19 outbreak. It is important that we consider each individual child's circumstances and do not assume that all children with EHC plans should be in school regardless of circumstance.

All schools will be offering a form of education and ongoing contact with all children and young people. The following steps should be taken to agree a plan in respect of individual children and young people:

A risk assessment must be undertaken for each child. This should consider whether either parent or carer is deemed a key worker and then all known risk factors associated with the child. This includes any health-related vulnerabilities of the child or members of their household (if known), social distancing guidance, any specific online risks and any child protection concerns.

For every child with an allocated social worker we should agree the most suitable course of action as to whether the child will remain in school with both the placing authority or local authority and/or their parent or carer. The rationale for the decision, the people involved in the decision-making, and the date and time of the discussion should be recorded clearly on the child's chronology.

For any children subject to child protection plans, the local authority has a duty to remain in contact and see the child or young person at least every 10 working days. Confirm with the local authority social worker that this arrangement will continue. Should it continue in school, all efforts should be made to ensure that contact from visiting professionals, with others is limited as much as possible. If the child is at home, have a discussion with the social worker about their expectation of the school, striking a balance between social distancing requirements and the protection of children. Remember that it is the local authority's duty to see the child every 10 working days but as a key agency in the child's life, we will commit to maintain contact with them. How we maintain contact is a matter for individual consideration.

For children in need (As defined in section 17 of The Children Act 2004) we should recognise that these families require support and the local authority has an obligation to provide that. You should ask the allocated social worker what the arrangements will be to support that child and family and what their expectations are of the school and record the outcome of the discussion.

For any child or young person receiving early help services or subject to non-statutory multi agency plans. You should contact the manager or allocated worker for that child to establish how regularly the child will be seen and what the expectations are of the school to maintain contact with that child or provide support for the family.

Each head or principal must inform the placing local authority of all children who will be accessing off-site education or those attending school. Ensure a record of the communication and any response received from the local authority is held at the school.

As an absolute minimum requirement, during term-time we must make **weekly** contact with children and young people who are not attending school in person. This should be over the telephone or through virtual communications platforms.

There will be arrangements to maintain contact with some children and young people during holidays. This will be considered on a case-by-case basis.

Should we be unable to make contact successfully with any child or young person we must consider this as a potential safeguarding or child protection matter and make a referral through local safeguarding arrangements.

## **Digital Learning**

The organisation will take steps to ensure that where possible there are digital learning options for children and young people. All teaching staff should be mindful that the organisation and schools traditional safeguarding policies and procedure apply in these circumstances, at all times when working online or offline at any location.

Data protection and GDPR considerations must be taken into account when providing digital learning. This includes rules on signing pupils up to online services, and staff accessing personal data when working at home. It is recommended that staff are reminded of the data protection and GDPR policies and procedures at this time, whether they are working from school or remotely.

Attached at Appendix 1.2 is The National Association of Independent Schools and Non-maintained Special Schools guidance when using virtual learning platforms.

Specific guidance to help educational leaders consider safeguarding issues when making arrangements for remote learning during the Covid-19 outbreak has been published by DFE. It can be found at: <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

Additional guidance specific to Acorn Digital Learning such as:

- Live Online Risk Assessment;
- Template Student Remote Learning; and
- Online Safety policies

are available for schools to tailor to their individual settings and can be sought from AcornDigitalLearning@nfa.co.uk.



## Home visits

All staff should be mindful of their own wellbeing and safety if conducting visits to the homes of children and their families.

Follow the lone working procedure and guidance for your own school. This should prescribe that you must at least inform another member of staff of your whereabouts and the time you plan to return to the school.

Wherever possible, arrange for colleagues to accompany you. This is particularly important for visiting households with identified risks to the safety of professionals. You should discuss and assess those risks with the appropriate local authority.

Where colleagues accompany on visits, this must be in line with social distancing guidance. You should therefore consider travelling in separate vehicles and your colleague remaining in their own vehicle outside.

## Additional Information

The COVID-19 outbreak has brought unprecedented circumstances and we appreciate that senior leaders and DSL's will be making challenging decisions as the situation progresses.

Please seek support from:

- Your relevant Assistant Director
- Nicola Thomas, Group Safeguarding Lead – Quality on 07733 808705  
[nthomas@nfa.co.uk](mailto:nthomas@nfa.co.uk)
- Carmel Walberg, Employee Relations Manager on 07799 821136  
[cwalberg@nfa.co.uk](mailto:cwalberg@nfa.co.uk)

You may also email any COVID-19 related questions to [Covid-19.Questions@ofgl.co.uk](mailto:Covid-19.Questions@ofgl.co.uk)

The Department for Education COVID-19 helpline is available to answer questions.

## DfE coronavirus helpline

Email [DfE.coronavirushelpline@education.gov.uk](mailto:DfE.coronavirushelpline@education.gov.uk)

Telephone 0800 046 8687

Lines are open Monday to Friday from 8am to 6pm and weekends 10am to 4pm.

Please have your unique reference number (URN or UK PRN) available when calling the hotline.

## Other resources

Please check the links below regularly for changes to government guidance that may influence practice.

<https://www.gov.uk/coronavirus>

<https://www.gov.uk/coronavirus/education-and-childcare>

Author	Nicola Thomas and Lynette Edwards
Document Title	COVID-19 Safeguarding Practice Guidance for Educational Settings
Review Date	Updated January 2021

## Appendix 1.1

### Key Safeguarding Messages to Parents and Pupils (Carolyn Eyre NASS, 22.03.20)

- Discuss with parents the impact of closure on their ability to work and their mental health
- Check if all parents have internet access and make alternative resource and information sharing arrangements for those who do not.
- Share information about Early Help, Samaritans, Mind, Domestic abuse helplines and other support services that can help - the Safeguarding Hub includes links to almost every safeguarding service / organisation in England  
<https://www.safeguardingresourcehub.co.uk/>
- For pupils living in the same area as the school, provide parents with contact details for the local early help / children's social care services
- It is likely that children will spend more time online; re-share online safety advice and resources such as Thinkuknow, Safer Internet Centre and Digital Parenting
- Provide all parents with the Thinkuknow parent guide relevant to the age / developmental stage of their child/ren
- If not already done so, add a link to ParentInfo to your website – this DfE backed website provides parents with up to date information about a range of topics <https://parentinfo.org/>
- Children and young people are hearing about the Coronavirus too, or may be picking up changes in mood / behaviour / routines around them, and may be feeling scared and anxious. Talking to children about their worries can help; Child Mind Institute, Beacon House, Young Minds, Special Needs Jungle have resources that can support you and can be shared with parents. Victoria Education Centre has shared a couple of social stories on COVID-19 online (embedded below)
- Ensure all contact details are up to date for staff, governors/ trustees, children and families

## Appendix 1.2

### Working remotely with pupils (Carolyn Eyre NASS, 22.03.20)

- Existing policies (child protection, staff code of conduct, acceptable use agreement, etc) are still in operation. Staff should re-read these policies and ask a member of the Designated staff team if they have any questions or are unsure
- Staff must not communicate with pupils and students in a way which could cause alarm, distress or misunderstanding. There should be no room for ambiguity
- If staff are concerned about a comment made online by a pupil or the work they share, the staff member should take a screen shot and report it to the DSL via MyConcern / CPOMS (or the school's existing protocol as long as it is secure)
- Current guidelines for residential pupils skyping / facetimeing family members are a sound basis for acceptable behaviour during online learning sessions using visuals; staff and pupils should be fully dressed and take into account the background / surroundings. Staff should use a communal area, think about anything in the background that could cause concern (e.g. art work) or would identify family members / personal information, and hang a sheet behind them if necessary
- The teacher should always act as moderator and be the responsible adult, especially where a pupil may need guidance to remove items from view. If a pupil is inappropriately dressed or in an unsuitable setting (e.g. a bedroom) they must be removed from the video call
- Using only audio is safer than live video feed. Using pre-recorded film clips or Youtube links, established webinars or other existing resources will also be preferable to a live video session
- Staff must not enter into one-to-one tuition voice or video call with an individual pupil or student without SLT agreement. If there is a need for single pupil interaction, please ensure that a colleague is added to the call, or that a parent is present with the pupil
- If a staff member urgently needs to call a parent or pupil from their personal phone, the number must be withheld by dialling 141 first and a record of the call must be made (e.g. an email to the HSM, DH or DSL to explain the purpose of the call and any actions taken as a result of it)
- Home filters may block different content at a different level to the school's filtering software; if this appears to be the case for one pupil in the group the teacher should revert to or suggest an alternative resource
- Take care that any material provided to students to watch is age and developmentally appropriate. For instance, do not ask Year 9 pupils to watch a film with a 15 rating. Although this might be justified in a classroom setting (in exceptional circumstances and with the agreement of senior leaders), it is not acceptable during remote learning activities

- Staff should model good online behaviour in all ways, including the language used to interact with pupils and colleagues, which should be respectful at all times
- School leaders should make clear to staff the operating times for online learning (for example, only during the normal school day); no staff member should engage with or respond to any pupil outside these times

### **Guidelines for students connecting to a virtual classroom session**

Pupils should be reminded of the following:

- Always use a communal space such as a dining room, and NEVER a bedroom or exclusively private space
- The location needs to be quiet and away from other distractions
- Personal appearance - always be appropriately dressed, even if casual and, regardless of the time of day or night, NEVER in sleepwear or anything similar
- A clear background free from distractions or unwanted/inappropriate imagery. Ideally a blank wall - or hang a sheet behind yourself
- Always remove any personal items from any sight line that could identify other members of the family or other personal details
- Remember that mirrors could display items you are not expecting to be seen
- Check that the camera angle is straight ahead and stable
- Ensure you have a strong wi-fi connection to ensure quality video and audio
- Ensure you will not be interrupted – especially loudly or embarrassingly
- No staff member should try to have one to one contact with you – if you are concerned or uncomfortable, contact your Head of Year / pastoral lead / Designated safeguarding lead / the Head teacher

### **Virtual meetings between staff and parents**

The same principles apply:

- In school use an office or one of the meeting rooms if possible. If not in a school location, always use a communal space such as a dining room, and NEVER a bedroom or exclusively private space.
- Personal appearance- always appropriately dressed, ideally work wear.
- A clear background free from distractions or unwanted/inappropriate imagery. Ideally a blank wall - or hang a sheet behind yourself.
- Always remove any personal items from any sight line that could identify other members of the family or other personal details.
- Remember that mirrors could display items you are not expecting.

