



THE HOLMEWOOD
SCHOOL

Safeguarding Policy

Date:	September 2025
Approved by:	Andy Lamb, Claudine Lyons & Bridget Young
Review cycle:	Yearly

Reviewed on	Reviewed by
September 2024	AL and NDS
March 2025	AL and BY
May 2025	AL and BY
Sept 2025	AL, CL, BY

Next review date
September 2026

The Holmewood School London (THSL) is owned and operated by Cavendish Education.

This policy is one of a series of school policies that, taken together, are designed to form a comprehensive statement of the school's aspiration to provide an outstanding education for each of its students and of the mechanisms and procedures in place to achieve this. Accordingly, this policy should be read alongside these policies. In particular it should be read in conjunction with the policies covering Staff Code of Conduct, Behaviour Policy, Whistleblowing Policy, Data Protection Policy, Equality and Diversity, Health and Safety and Low Level Concerns.

All of these policies have been written, not simply to meet statutory and other requirements, but to enable and evidence the work that the whole school is undertaking to ensure the implementation of its core values.

While this current policy document may be referred to elsewhere in THSL documentation, including particulars of employment, it is non-contractual.

In the school's policies, unless the specific context requires otherwise, the word "parent" is used in terms of Section 576 of the Education Act 1996, which states that a 'parent', in relation to a child or young person, includes any person who is not a biological parent but who has parental responsibility, or who has care of the child. Department for Education guidance Understanding and dealing with issues relating to parental responsibility considers a 'parent' to include:

- all biological parents, whether they are married or not
- any person who, although not a biological parent, has parental responsibility for a child or young person - this could be an adoptive parent, a step-parent, guardian or other relative
- any person who, although not a biological parent and does not have parental responsibility, has care of a child or young person

A person typically has care of a child or young person if they are the person with whom the child lives, either full or part time and who looks after the child, irrespective of what their biological or legal relationship is with the child.

The school employs the services of the following consulting companies to ensure regulatory compliance and the implementation of best practice:

Peninsula BrightHR
Peninsula BrightSafe (Health and Safety)
Atlantic Data (DBS)
Educare/TES (online CPD)
SchoolPro (data protection)

THSL is committed to safeguarding and promoting the welfare of children and young people and expects all staff, volunteers, pupils and visitors to share this commitment.

All outcomes generated by this document must take account of and seek to contribute to safeguarding and promoting the welfare of children and young people at THSL.

The policy documents of THSL are revised and published periodically in good faith. They are inevitably subject to revision. On occasions a significant revision, although promulgated in school separately, may have to take effect between the re-publication of a set of policy documents. Care

should therefore be taken to ensure, by consultation with the Senior Leadership Team, that the details of any policy document are still effectively current at a particular moment.

Introduction

The Holmewood School is fully committed to safeguarding and promoting the welfare of all pupils. We ensure a whole-school preventative approach to identifying and managing safeguarding concerns and maintaining an environment where children are safe and supported.

This policy is underpinned by statutory guidance including Keeping Children Safe in Education (2025), Working Together to Safeguard Children (2018, updated 2022 and 2023), and local inter-agency safeguarding procedures which are accessible via [link or location]. All staff must be familiar with these.

This policy is designed to be brief and readable.

It purposely **does not** include all types of safeguarding issues, potential signs, definitions etc as these are clearly laid out in KCSIE 2025 and other guidance.

All staff are expected to read KCSIE 2025 as a primary source and refer to this policy for information on how we meet the guidance.

This policy therefore focuses on the following areas:

- Key Changes in KCSIE 2025
- What to do if you have a concern about a student
- What to do if you have a concern about a colleague
- How we manage and record concerns
- What we do in the school to create an environment where safeguarding is always a priority

This policy has due regard to relevant legislation and statutory and other guidance including:

- [Keeping Children Safe in Education 2025](#)
- [Working Together to Safeguard Children 2023](#)
- [Data Protection Act 2018](#)
- [Guidance for safer working practice for those working with children and young people in education settings Feb 2022](#)
- [Developing and implementing a low-level concerns policy: a guide for organisations which work with children Farrer and Co Sept 2022](#)
- [Gender Questioning Children](#)

This policy should be read alongside the school's:

- Low Level Concerns Policy
- Staff Code of Conduct
- Behaviour Policy
- Whistleblowing Policy

- Data Protection Policy

The Holmewood School is an independent day school for neurodivergent children and young people aged from 7 to 19 who have a primary diagnosis of Autism. They can be described as having subtle but significant needs. All of the students at the school have an education, health and care plan (EHCP).

The Holmewood School is committed to safeguarding and promoting the welfare, both physical and emotional, and preventing the impairment of children's mental and physical health or development, of every pupil both inside and outside of the school premises. We implement a whole-school preventative approach to managing safeguarding concerns, ensuring that the wellbeing of pupils is at the forefront of all action taken.

As a school, we are acutely aware that our students are more vulnerable to all types of abuse as a result of their primary diagnosis of autism.

This policy sets out a clear and consistent framework for delivering this promise, in line with safeguarding legislation and statutory guidance.

It will be achieved by:

- Creating a culture of safer recruitment by adopting procedures that help deter, reject or identify people who might pose a risk to children.
- Teaching pupils how to keep safe and recognise behaviour that is unacceptable.
- Identifying and making provision for any pupil that has been subject to abuse.
- Ensuring that members of the governing board, the headteacher and staff members understand their responsibilities under safeguarding legislation and statutory guidance, are alert to the signs of child abuse and know to refer concerns to the DSL.
- Ensuring that the headteacher and any new staff members and volunteers are only appointed when all the appropriate checks have been satisfactorily completed.

Equality statement

Some children have an increased risk of abuse and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We give special consideration to children who:

Have special educational needs (SEN) or disabilities

Are young carers

May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality

Have English as an additional language

Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence

Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation

Are asylum seekers

Are at risk due to either their own or a family member's mental health needs

Are looked after or previously looked after

The lead DSLs are: **Andy Lamb** - Upper School and **Claudine Lyons** - Lower School. In the absence of the DSL, Child Protection matters will be dealt with by other members of the Safeguarding Team who are all additional DSLs (**Bridget Young, Irena Lempaszek, Jack Gibbs, Tara Young and Simon Hardwick, Melissa Perera, Emma Cullen, Jenny Davies and David Shearer**)

The designated teacher for Looked After Children is Jenny Davies (Lower School) and Jack Gibbs (Upper School).

The Designated Safeguarding Lead (DSL) and their deputies are available during school hours to support staff and pupils with any safeguarding concerns. All staff have contact details for members of the safeguarding team. In the event that the DSL or deputies are unavailable, staff must report concerns to the most senior member of staff present, who will ensure that appropriate action is taken without delay.

Key Changes for September 2025

Summary	About the guidance (no changes made)
Part one	Safeguarding information for all staff (no changes made)
Part two	The management of safeguarding
Page 36	Para 129 We have added a note to say that revised guidance on Relationships, Sex, and Health Education was published July 2025 for introduction September 2026
Page 38	Para 135 Updated to clarify misinformation, disinformation and conspiracy theories are safeguarding harms. Para 136 Removed hyphen from antisemitism
Page 40	Para 143 – Link added to the plan technology for your school service, which schools can use to assess themselves against the filtering and monitoring standards and receive personalised recommendations on how to meet them.
Page 41	Para 143 - Link added to DfE guidance on the use of generative AI in education (2025) at end of filtering and monitoring (FM) section to support schools and colleges.

	Para 144 – wording amended in the cybersecurity standards for schools and colleges advice to clarify that it was developed to help schools improve their cyber resilience.
Page 47	Paras 168-170 information added to clarify that it was developed to help schools improve its cyber resilience.
Page 49	Para 177 – updated to clarify 'working together to safeguard attendance' 'is now 'statutory' guidance.
Pages 50 & 51	Paras 184-187- updated to remove references to funding grant support for SMHLs training as this programme has ended
Page 52	Para 190 split into paras 189 and 190 for cosmetic reasons only (to retain paragraph numbering)
Page 54	Para 199 has been amended to clarify that the role of the virtual head has been extended to include responsibility for promoting the educational achievement of children in kinship care.
Page 56	Para 205 removal of 'spectrum' and 'disorder' to align with the SEND code of practice. Updated note: We expect to publish the revised guidance on gender questioning children soon. Once published we will signpost to this guidance in KCSIE 2025.

Part three	Safer recruitment
Page 73-74	Para 260 reference to TRA's Employer Access Service removed and replaced with new link to GOV.UK page.
Page 75	Para 266 references to TRA's Employer Access Service removed and replaced with new link to GOV.UK page.
Page 85	Para 319 reference to Employer Secure Access removed and replaced with link to GOV.UK for S128 checks.
Part four	Safeguarding concerns or allegations made about staff, including supply teachers, volunteers and contractors
Page 106	Para 422 amended to correct the title of the Information Commissioner's employment practice guidance.
Part five	Child-on-child sexual violence and sexual harassment
Page 140	Para 545 – Link added to the Lucy Faithfull Foundation's ' Shore Space ', which offers a confidential chat service supporting young people concerned about their own or someone else's sexual thoughts and behaviours.

Annexes A, B, C, D and E	
Annex B – page 157	We have updated the definition of extremism on page 157 to reflect the definition used within the Prevent guidance
Annex B – Page 163	Link added to the CSA Centre's Supporting practice in tackling child sexual abuse .
Annex B – Page 164	Link added to the Preventing Child Sexual Exploitation The Children's Society .
Annex B – Page 167 & 170	Updated links to National Crime Agency and CEOP following rebranding (Thinkuknow has been retired and replaced with CEOP Education)

Gender questioning children

[Government Guidance](#) on gender questioning children is still under review; however, KCSIE 2025 provides interim advice. The school's interim policy is available [here](#), and we will update it in line with the revised statutory guidance once published.

Pupils with SEND

All students at The Holmewood School have SEND and we are acutely aware that a) pupils with SEND can face additional safeguarding challenges and b) understand that further barriers may exist when determining abuse and/or neglect in this group of pupils.

Staff will be aware of the following:

Certain indicators of abuse, such as behaviour, mood and injury, may relate to the pupil's disability; however, it should never be assumed that a child's indicators relate only to their disability.

Pupils with SEND can be disproportionately impacted by issues such as bullying, without outwardly showing any signs.

Communication barriers may exist, as well as difficulties in overcoming these barriers.

When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration.

Pupils with Mental Health Problems

The school recognises that mental health is an integral part of safeguarding. Staff are trained to identify signs of mental health difficulties and provide appropriate support or referrals. We work closely with external mental health professionals and ensure pupils have access to counselling and wellbeing services. Any concerns about a pupil's mental health are treated with sensitivity and urgency, with the aim of promoting resilience and recovery.

Neurodivergent students are significantly more vulnerable to mental health problems.

Our staff are well trained to recognise concerns and we have therapists on-hand to support and advise.

This refers not only to permanent full time staff but also part time, supply and volunteers who all receive an induction which includes Safeguarding.

Staff are aware of the link between mental health concerns and safeguarding issues and know to report any concerns of this matter to the Safeguarding Team.

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.

Staff will be alert to behavioural signs that suggest a child may be experiencing a mental health problem or be at risk of developing one.

Only trained professionals should make a diagnosis of a mental health problem, but staff are well placed to observe children and identify those whose behaviour suggests they may be experiencing a mental health problem, or be at risk of developing one.

Abuse, neglect and other traumatic adverse childhood experiences can have a lasting impact, and it's key that staff are aware of how these experiences can affect children's mental health, behaviour and education.

If you have a mental health concern about a child that could also be a safeguarding concern, take immediate action and inform the DSL.

If you have a mental health concern that is **not** also a safeguarding concern, speak to the DSL to agree on a course of action.

What to do if you have a concern about a pupil

If you have any safeguarding concerns relating to a student, you must report them to the DSL or another member of the safeguarding team. This must be done the same day and if urgent, then immediately.

At the Lower School, you should report to Claudine Lyons. At the Upper School, you should report to Andy Lamb. At EER, you should report to either the member of SLT on duty or David Shearer. Again, if either Claudine or Andy are not available, you should report to any member of the Safeguarding Team.

Even if you think the concern may be minor, you must always report it as it could make up part of a larger picture.

You will outline your concerns with the DSL and agree on the best course of action.

Should you feel that the agreed actions are not appropriate, you should feel confident to challenge the DSL.

The DSL will then ask you to record the concern on MyConcern along with any actions that have been taken.

You should check-in with the DSL for updates, to let them know when you have completed any agreed actions, to let them know of any related concerns or other information that may come to light.

All actions and updates should be recorded on MyConcern.

What to do if you have a concern about a colleague's behaviour?

Any allegation against a member of staff, supply staff, volunteer, or the Headteacher must be reported immediately to the Headteacher or Governors as appropriate.

The school follows statutory procedures for referral to the Disclosure and Barring Service (DBS) and Teaching Regulation Agency (TRA) as required.

If you have any 'low level' concerns about a colleague's behaviour this must be reported directly to the Headteacher.

Please refer to the 'low level concerns policy' for definitions and examples of 'low level concerns' and details on how these are recorded and managed.

If you have concerns about the DSL or another member of the Safeguarding Team, you should take your concern to the Headteacher.

If you have a concern about the Headteacher, you should take your concern directly to the Governors.

If you do not feel that your concerns are being dealt with appropriately, you should refer to the Whistle blowing policy and follow the procedures outlined there.

Early Help Provision

The school is committed to identifying and providing early help to pupils and families who may benefit from additional support before concerns escalate. Staff are trained to recognise early warning signs and know how to initiate the Early Help Assessment process (CAF/TAC) in partnership with external agencies, including Barnet's Early Help services. Early intervention helps to improve outcomes for children and families by addressing needs in a timely and coordinated manner.

We provide multiple avenues for pupils to share concerns or seek help:

- **Trusted Adults:** All pupils are encouraged to speak to any trusted adult in school. Staff are trained to listen sensitively and respond appropriately to any disclosure or concern.
- **Safeguarding Team Access:** Pupils can speak directly to members of the Designated Safeguarding Team. Posters around the school and student planners clearly show who these staff members are.
- **Mentoring and Key Workers:** Many pupils have regular check-ins with key workers, pastoral leads or mentors, which provide consistent opportunities to raise concerns or seek advice.
- **Student Voice Mechanisms:** We use surveys, student council discussions, and regular feedback mechanisms to capture pupil concerns and well-being trends across the school.
- **Concerns Box** situated outside the Head of Schools Office
- **Therapeutic Provision:** The school has on-site therapists available for targeted intervention and support. Students can be referred through the Safeguarding or Pastoral Teams.

In all cases, staff are alert to early signs of abuse or neglect and will take appropriate action to provide support, make referrals, or initiate early help in line with the school's safeguarding procedures and local thresholds.

We recognise that early intervention is vital in providing support for children and families before issues escalate. All staff are trained to identify signs that a child may benefit from early help, including those experiencing mental health difficulties, exhibiting challenging behaviour, or facing family pressures such as domestic abuse, substance misuse or parental mental ill-health.

Our approach is proactive and collaborative. The Designated Safeguarding Lead (DSL) will co-ordinate early help responses, working with internal staff, parents/carers, and external professionals such as Early Help Services, Children's Social Care and other relevant agencies.

A child requiring early help will usually be discussed in a Student Focus Meeting or at the school's Multi-Disciplinary Team (MDT) meeting and a support plan will be developed and reviewed regularly.

We are committed to ensuring students are safe online both within school and at home. Online safety is embedded across the curriculum, particularly in PSHE, computing, and tutor time, helping students understand the risks and how to protect themselves.

Our policy addresses the four key areas of online risk:

- Content – being exposed to illegal, inappropriate or harmful material, including **misinformation, disinformation (including fake news) and conspiracy theories.**
- Contact – being subjected to harmful online interaction with others.
- Conduct – engaging in risky or harmful behaviour online.
- Commerce – risks related to online gambling, scams, or financial exploitation.

Staff receive regular training in online safety, and we actively engage with parents/carers through newsletters and workshops to support safe online behaviour outside school.

All staff are required to read the [Online Safety Policy](#) for further guidance.

[CEOP Education](#)

Filtering and Monitoring of Online Activity

The school ensures internet access is filtered and monitored to protect pupils from harmful online content. Use of mobile devices in school is managed under the Mobile Technology Policy to maintain safeguarding standards.

To fulfil our duty of care, we implement robust filtering and monitoring systems to safeguard students from online harm. Our internet provision is filtered in accordance with government standards (including those recommended by UK Safer Internet Centre and DfE) to block inappropriate content.

Staff are encouraged to refer to the latest guidance and The school's designated safeguarding lead and IT staff will continue to use DfE resources, such as the 'plan technology for your school service' and DfE guidance on **Generative AI**, to regularly review and enhance our filtering and monitoring systems, ensuring they meet the latest safeguarding standards.

We also use a monitoring system that flags concerning digital behaviour or searches. Alerts are reviewed promptly by the DSL or appropriate senior staff, and action is taken where necessary.

The effectiveness of our filtering and monitoring systems is reviewed regularly, and governors are kept informed of any concerns.

Child-on-Child Abuse

The school has a zero-tolerance approach to child-on-child abuse, recognising the particular vulnerabilities of children with SEND.

We acknowledge that even if no cases are reported, abuse may still be occurring and staff must remain vigilant. Allegations will be managed sensitively and in line with statutory guidance.

We recognise that children can abuse other children and that such behaviour should never be tolerated, passed off as “banter” or “just part of growing up.”

Child-on-child abuse can include:

- bullying (including cyberbullying),
- physical abuse,
- sexual violence or harassment,
- upskirting,
- initiation or hazing-type violence, and
- abuse in intimate relationships between peers.

We take all reports of such behaviour seriously. Victims are supported through the school's pastoral system, and action is taken in line with our Behaviour Policy and Safeguarding procedures.

Allegations will be thoroughly investigated, and where appropriate, referrals will be made to social care and/or the police.

['Shore Space'](#) is an additional resource for children displaying or affected by harmful sexual behaviour.

Prevent Duty and Radicalisation

The school complies with the Prevent Duty (2015, updated 2021 and 2023). Staff are trained to recognise signs of radicalisation and extremism and know how to report concerns promptly. Referrals can be made to the Channel programme or local safeguarding partners as appropriate.

Include contact details for local Prevent leads and relevant helplines:

- Local Prevent Lead: Jasper Perryn Perryn. (Jasper@barnet.gov.uk)
- Tel: 020 8359 7371 | Mobile: 07856 002 586)
- Police non-emergency number: 101
- DfE helpline: 020 7340 7264 / counter.extremism@education.gov.uk

KCSIE 2025, Annex B - "Extremism is the vocal or active opposition to our fundamental British values, including democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs"

How do we manage and record Safeguarding concerns

Accurate and secure record keeping is essential to effective safeguarding. All concerns, discussions, decisions, and reasons for decisions are recorded on our secure electronic safeguarding platform MyConcern.

These records are:

- kept confidential and stored securely;

- accessible only to those with designated safeguarding responsibilities;
- retained in accordance with data protection and retention policies as described in [The Information Commissioner Employment Practices Code](#);
- transferred securely to a child's new school or setting when they leave.

Records are regularly reviewed by the DSL and audited to ensure quality and consistency.

All safeguarding concerns are recorded on MyConcern by the member of staff who raises them.

If a concern is raised by a student or a parent, then this would be recorded by the DSL or another member of the Safeguarding Team.

Concerns are managed in accordance with current guidance

At the stage 2 admissions process parents are asked to give written consent to a MASH check with the local authority to check for any safeguarding concerns. This ensures we are fully aware of any concerns prior to stage 3 taster days.

In more complex cases, the DSL may meet with or seek advice from other people or agencies such as:

The Holmewood Safeguarding Team
Link Principal Gary Balcombe
Governors
Social Services/MASH
Police
Prevent
The LADO

What we do in the school to create an environment where safeguarding is always a priority

We have an Annual Safeguarding Refresher INSET each September which reviews policy and procedures, any changes in guidance and any current themes in Safeguarding.

Every three years, we bring in an outside agency to deliver a Full Safeguarding Refresher for all staff.

All staff read the latest version of KCSIE each September and sign a declaration that they have both read and understood all aspects.

All new staff are required to read both the Safeguarding policy and the latest iteration of KCSIE. They will also receive additional training from a DSL during the first half term based upon their level of knowledge and experience.

Safer Recruitment procedures are followed at all times and senior staff who interview are trained in Safer Recruitment.

Shortlisted staff are subject to online searches in accordance with the latest guidance.

Agency staff and volunteers have a safeguarding briefing as part of their induction.

Safeguarding is a standing item in SLT meetings - we review recent concerns raised and discuss those students at Level 3 and 4.

The SLT/MLT hold regular (usually fortnightly) Safeguarding Meetings and review current cases using the Levels of Concern Document.

We hold a termly Safeguarding Review where we review all recent concerns, compile data which we compare with previous terms, consider possible trends in types of concern raised, update the Level of Concern document discussing every student in the school and finally consider if any further actions are required - this has usually been in the form of staff training/cpd or an assembly for students to highlight a concern. Recent examples include training and workshops on self-harm, eating disorders, bereavement and peer on peer abuse.

We have an annual Safeguarding Audit by an external provider - 'Leaders in Safeguarding'.

We have regular oversight by Governors - meetings booked every 3 weeks in 2025.

DSLs attend the termly Cavendish DSL Days.

Staff CPD frequently covers aspects of Safeguarding.

Student workshops and assemblies frequently cover aspects of Safeguarding.

Safeguarding Reviews are shared with Governors and the data is included in the Governors Report.

We have regular Safeguarding Polls posted on our internal messaging platform (Slack) which cover current safeguarding themes, any changes in guidance, definitions, statistics etc

We have regular Safeguarding Assemblies for students. And there is a brief reminder about Safeguarding procedures and the Safeguarding Team in every Friday Assembly.

Safeguarding issues are covered in our PSHE Curriculum, while E Safety is covered extensively in our Computing Curriculum.

Safeguarding posters, including photos of the Safeguarding team are displayed around the school.

The school delivers statutory Relationships and Sex Education (RSE) and Health Education in line with statutory guidance (2019, updated 2021). And will be reviewing content in line with statutory guidance (most recently revised July 2025 for introduction September 2026).

Pupils are taught how to keep safe online, recognise harmful behaviours, and understand how to report concerns.

We have added an up to date Safeguarding Hub (provided by Smoothwall) to our website and parents have been made aware of this additional resource.

Safer Recruitment and Pre-Appointment Checks

The school follows strict Safer Recruitment procedures in line with KCSIE 2025 to deter, reject or identify individuals who may pose a risk to children.

All interview panels include trained senior staff.

We follow robust safer recruitment procedures in line with Part 3 of *Keeping Children Safe in Education 2025*. This includes:

- including a statement about our commitment to safeguarding in all job adverts;
- ensuring interviews include safeguarding-related questions;
- carrying out all statutory pre-employment checks, including enhanced DBS checks with barred list information where required;
- checking identity, right to work, qualifications, and professional references;
- keeping a Single Central Record (SCR) of all required checks and vetting information.

- ensuring details of Section 128 checks for those in management positions (including proprietor body members) are recorded on the Single Central Record, as required by KCSIE 2025, paragraph 276

All recruitment panel members are trained in safer recruitment. Volunteers are also subject to appropriate vetting, and supervised or unsupervised access to children is risk-assessed by the DSL.

Additional Safeguarding Concerns

This section outlines specific safeguarding issues that require particular attention and guidance. Staff must be aware of their responsibilities and follow procedures promptly when concerns arise.

Female Genital Mutilation (FGM)

- **Mandatory Reporting Duty:** All staff have a legal duty to report known cases of FGM in girls under 18 to the police immediately.
 - If you suspect a child is at risk of or has undergone FGM, inform the DSL without delay. The DSL will ensure the correct safeguarding agencies and police are notified.
 - For further information, refer to the statutory guidance: Multi-agency statutory guidance on female genital mutilation.

Children Missing Education (CME)

- Children who miss education may be at greater risk of harm, including neglect, exploitation, or trafficking.
 - Staff should monitor attendance closely and report any unexplained or prolonged absences to the DSL. The DSL will liaise with the local authority CME officer to follow up.
 - For more details, consult the statutory guidance: [Children Missing Education 2024](#), and the latest DFE guidance [Working Together to Improve Attendance 2025](#)

Domestic Abuse

- Exposure to domestic abuse can significantly impact a child's wellbeing and safety.
 - Staff should be alert to signs of domestic abuse at home and share concerns with the DSL. Appropriate support and referrals will be made to safeguard the child.
 - For guidance on identifying and responding to domestic abuse, refer to: Domestic abuse: how to identify and respond to it.

Honour-Based Abuse (including Forced Marriage and FGM)

- Honour-based abuse (HBA) involves harm or threats motivated by a perceived need to protect family or community honour.
 - Forced marriage and FGM are forms of HBA and are illegal in the UK.
 - Any concerns must be reported immediately to the DSL, who will coordinate with relevant safeguarding agencies.
 - For more information, see: Honour-based abuse.

Child Exploitation (Criminal and Sexual)

- Children may be at risk of criminal exploitation (e.g., county lines drug trafficking) or sexual exploitation.
 - Staff must be vigilant for signs such as sudden changes in behaviour, missing from school, or association with unknown adults.
 - All concerns should be reported immediately to the DSL for referral to specialist services.
 - For national guidance, refer to: Child sexual exploitation: guide for practitioners.
 - [Centre of Expertise on Child Sexual Abuse](#)
 - [The Children's Society's Preventing Child Sexual Exploitation](#)

Mental Health

- Mental health issues can affect safeguarding and wellbeing.
 - Staff should note any changes in behaviour, mood, or emotional wellbeing and share concerns with the DSL or pastoral team.
 - The school will offer appropriate support and referrals to external mental health services when needed.
 - For further information, consult: Mental health and behaviour in schools.

Children with Special Educational Needs and Disabilities (SEND)

- Children with SEND may face additional vulnerabilities to abuse and exploitation.
 - Staff should ensure extra vigilance when monitoring wellbeing and communicate closely with SEND coordinators.
 - Reasonable adjustments must be made to safeguarding practices to meet individual needs.
 - For guidance, refer to: SEND code of practice: 0 to 25 years.

All staff should be familiar with these issues and know how to respond appropriately to keep children safe. For further guidance, contact the DSL or consult the relevant statutory guidance linked above.

Contacts and Advice

The DSL is: **Andy Lamb** In the absence of the DSL, child protection matters will be dealt with by other members of the Safeguarding Team (**Claudine Lyons, Bridget Young, Tara Young, Patrica Fry, Mel Perera, David Shearer, Emma Cullen and Simon Hardwick.**)

The Governing Board has overall responsibility for safeguarding oversight. The Board reviews safeguarding policies and practice annually to ensure compliance.

The named Director for Safeguarding and the contact for whom concerns about the Headteacher can be taken to is:

Gary Balcombe, Group Safeguarding, Quality and Compliance Director, **Cavendish Education**.

g.balcombe@cavendisheducation.com

Tel: 020 3696 5300 Mob: 07955401315

The Holmewood School follows the local safeguarding procedures set out by the **Barnet Safeguarding Children Partnership (BSCP)**. We are committed to working collaboratively with local agencies to ensure timely and appropriate responses to concerns about children's welfare.

Making a Referral to Children's Social Care

If a child is in **immediate danger**, staff must call the police on **999**.

If a child is at risk of significant harm or in need of statutory support, a referral must be made to **Barnet Multi-Agency Safeguarding Hub (MASH)**.

Barnet MASH – Children's Social Care (CSC):

 **020 8359 4066** (Monday–Thursday, 9am–5.15pm; Friday 9am–5pm)

 **MASH@Barnet.gov.uk**

 **Online referral (Barnet practitioners):** Barnet Children's Portal

 **020 8359 6222** (fax)

Out of Hours (Emergency Duty Team):

 **020 8359 2000**

All referrals must be followed up in writing using Barnet's online referral form.

Who Can Make a Referral?

Anyone who has a concern about a child's safety or wellbeing — including school staff, volunteers, parents, carers, and members of the public — **can make a referral directly** to Barnet MASH.

While staff are expected to report concerns through the Designated Safeguarding Lead (DSL) wherever possible, they are not required to seek permission to refer if they believe a child is at risk of immediate harm.

The DSL should be informed of all referrals made to ensure oversight, recording, and appropriate support within school.

Thresholds for Support and Early Help (CAF/TAC)


The Holmewood School is committed to identifying and addressing emerging needs as early as possible. We follow Barnet's "**Continuum of Help and Support**" to determine the appropriate level of intervention.


Where a child or family may benefit from **early help**, the school may lead or contribute to a **Team Around the Child (TAC)** and complete a **Common Assessment Framework (CAF)** or Early Help Assessment (EHA), in collaboration with other agencies.

Referrals for early help can be made via:

Barnet Early Help Hub

 early.help@barnet.gov.uk

 **020 8359 4409**

 Professionals should also refer to the Early Help referral guidance and forms on the BSCP website.

Further guidance, including the **Thresholds of Need** document and Early Help pathways, is available on the **Barnet Safeguarding Children Partnership** website:



www.barnet.gov.uk/children-families-and-education/childrens-social-care/mash-and-safeguarding

Designated Officer for Local Authority (DO or LADO)

Rob Wratten

Tel: 020 8359 4066 (via MASH TEAM)

Emergency Duty Team on **020 8359 2000**.

rob.wratten@barnet.gov.uk

lado@barnet.gov.uk

Virtual School Head Teacher for Looked After Children (LAC)

Tel: 020 8359 3508.

virtualschool@barnet.gov.uk (duty email)

*Their role now also includes promoting the educational achievement of children in kinship care

Out of Office Hours Emergency Social Work Service

Tel: 020 8359 2000 (Including out of hours Child Protection Referrals)

CAF Team

Tel: 020 8359 4405/ 4406

Consultation Line (9.30am - 11.30am Tuesday and Wednesday) to discuss a case without making a referral

Tel: 020 8359 4336

This number is available for consultation, advice or when you just want to talk over a situation and case names are not required.

This number is not for referrals.

Disabled Children's Team Duty (9.00am – 4.30pm Monday to Friday) Tel: 020 8359 4246

The Barnet Safeguarding Children Partnership Board

In Barnet, the *Safeguarding Board* has been replaced by *The Barnet Safeguarding Children Partnership Board*

The Barnet Safeguarding Children Partnership Board will now be led by the Leadership Forum which consists of:

- John Hooton - CEO
 - Chris Munday – Strategic Director- Children & Young People
 - Barry Loader – Detective Superintendent, Head of Safeguarding Barnet Brent and Harrow Boroughs
 - Jenny Goodridge – Director of Quality and Clinical Services at Barnet CCG
 - Kay Matthews – Chief Operating Officer - Barnet Clinical Commissioning Group
 - BSCP Business Manager – TBA
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- Where the child lives in a different Local Authority the DSO will notify the relevant people within that child's LA.
 - Any report of a staff member putting a child at risk of significant harm should be notified to Barnet's Designated Officer (DO/LADO) Rob Wratten, as the school is in the Local Authority of the London Borough of Barnet.
 - The primary concern in all cases is the immediate safety of the child, and staff should always remember that time is of the essence and prompt action often protects children from harm.
 - ['Shore Space'](#) is an additional resource for children displaying or affected by harmful sexual behaviour.

[KCSIE 2025](#)

[Working Together to Safeguard Children \(2018, updated 2023\)](#)

[Information Sharing Advice for Safeguarding Practitioners \(2024\)](#)

[Children Missing Education 2024](#)

[Working Together to Improve Attendance 2025](#)

[CEO Education](#)

[Local Safeguarding Partnership procedures](#)

[Disqualification under the Childcare Act 2006 \(September 2018\)](#)

[Generative AI in Education - Guidance](#)