



The Management Committee
of

**Herons Dale Primary
School**

Have adopted the following
policy:

**Safeguarding and Child
Protection Policy**

Adopted **September 2020**

Review: **October 2021**

Ratified by Management Committee: November 2020

1. Key Contacts

Key Contacts:	
Designated Safeguarding Lead (DSL):	Teresa O'Connell
Designated Safeguarding Deputies:	Isabel Robson Anastasia O'Donoghue
Lead Governor for Child Protection:	Rebecca Dunne
West Sussex Children's Services - Multi-Agency Safeguarding Hub (MASH):	Tel: 01403 229900 (Out of Hours – 0330 222 6664) Email: MASH@westsussex.gov.uk
Local Authority Designated Officer (LADO):	Miriam WILLIAMS Donna TOMLINSON Assistant LADO: Sally ARBUCKLE LADO@westsussex.gov.uk 0330 222 6450 (Mon – Fri 9.00am – 5.00pm)
Safeguarding in Education Team	0330 222 4030 Safeguarding.education@westsussex.gov.uk

2. Introduction

Safeguarding children and child protection applies to all children up to the age of 18.

Safeguarding is the action taken to promote the welfare of children and protect them from harm.

Safeguarding means:

- protecting children from abuse and maltreatment
- preventing harm to children's health or development
- ensuring children grow up with the provision of safe and effective care
- Taking action to enable all children and young people to have the best outcomes.

Child protection is part of the safeguarding process. It focuses on protecting individual children identified as suffering from, or likely to suffer, significant harm. This includes child protection procedures which detail how to respond to concerns about a child.

Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

The purpose of this policy is to inform staff¹, parents, volunteers and governors about OUR school's responsibilities for safeguarding children and to enable everyone to have a clear understanding of how these responsibilities should be carried out.

We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting children from harm, and that the child's welfare is our paramount concern.

All staff members believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.

¹ Wherever the word "staff" is used, it covers ALL staff on site, including ancillary and supply staff, and volunteers working with children

3. Safeguarding culture in our school

3.1 Child Protection Statement

Hérons Dale School takes its responsibility to safeguard children extremely seriously and will train and empower all staff to recognise and respond effectively in order to protect a child who may be at risk of significant harm.

It could happen here

We will ensure all staff members in our school maintain an attitude of 'it could happen here' and feel able to raise concerns either about a child at risk or a member of staff whose behaviour may present a risk to a child.

Herons Dale Primary School will:

- Have safeguarding at the heart of everything we do.
- Maximise opportunities to teach our children / young people how to keep safe both in the real and virtual world.
- support the child's development in ways that will foster security, confidence and independence;
- Provide an environment in which children and young people feel safe, secure, valued, respected, feel confident.
- Ensure that **ALL of our children / young people know a member of staff they can talk to if they are worried about something.**
- Where there is a safeguarding concern, governing bodies, proprietors, and school leaders ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. All systems and processes operate with the best interests of the child at heart.
- Make sure all of our staff, including volunteers knows how to contact child protection agencies should they need to.
- provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children;
- emphasise the need for good levels of communication between all members of staff and between the school and other agencies;
- have and regularly review, a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse;
- Develop and promote effective working relationships with other agencies, especially the Police and Children's Social Care; including Integrated Prevention & Early Help.
- Ensure that all adults within our school who have access to children have been recruited and checked as to their suitability in accordance with Part 3 of Keeping Children Safe in Education 2020.
- Have in place, other, up to date policies which support safeguarding. (Please see Annex 1 for a list of such policies.)
- Make sure all staff are aware of the system within school which support safeguarding. We will explain this on induction together with sharing details of this policy, behaviour policy, staff behaviour policy, the school response to children who go missing from education, and role of the Designated Safeguarding Lead

3.2 Voice of the Child – Working together to Safeguard children 2019

Our school recognises the findings in Working Together to Safeguard Children 2019, where children expressed that they wanted an effective safeguarding system to be..

- vigilance: to have adults notice when things are troubling them
- understanding and action: to understand what is happening; to be heard and understood; and to have that understanding acted upon
- stability: to be able to develop an ongoing stable relationship of trust with those helping them
- respect: to be treated with the expectation that they are competent rather than not
- information and engagement: to be informed about and involved in procedures, decisions, concerns and plans
- explanation: to be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response
- support: to be provided with support in their own right as well as a member of their family
- advocacy: to be provided with advocacy to assist them in putting forward their views
- protection: to be protected against all forms of abuse and discrimination and the right to special protection and help if a refugee

We will use this information to support the training of our staff and review this and other policies as appropriate.

4. The Statutory Framework

The school will act in accordance with the following government legislation and guidance:

- The Children Act 1989
- The Children Act 2004
- Education Act 2002
- Keeping Children Safe in Education (DfE September 2020) [HERE](#)
- Sexual Violence and sexual harassment between children in schools and colleges 2018: [here](#)
- Teaching online safety in school (DfE June 2019) [here](#)
- Working Together to Safeguard Children 2018: [here](#)
- Regulated Activity in relation to children: scope [here](#)
- The Education (Child Information) (England) Regulations 2005
- The Counterterrorism and Security Act 2015 s. 26
- Prevent Duty for England and Wales (2015) under section 26 of the Counterterrorism and Security Act 2015 –
- Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015)
- Dealing with Allegations of Abuse against Teachers and Other Staff (2012)
- LSCB interagency child protection and safeguarding procedures
- Children Missing Education [Statutory guidance 2016](#)
- West Sussex Safeguarding Children Partnership and Pan-Sussex safeguarding procedures [West Sussex Safeguarding Children Partnership](#)

Additional Guidance – Covid 19

Our school is fully aware of non-statutory interim guidance issued by the DfE on safeguarding in schools, colleges and other providers. That guidance is found [HERE](#) This guidance supports governing bodies, proprietors, senior leadership teams and designated safeguarding leads to continue to have appropriate regard to KCSIE and keep their children safe. It suggests where schools and colleges might consider safeguarding policy and process differently when compared to business as usual. Our school has considered this interim guidance and the impact on our school and have generated specific safeguarding policies where necessary

5. Confidentiality

Our school will:

- As a general principle, all matters relating to child protection are confidential and should only be shared on a 'need-to-know' basis.
- The Headteacher or Designated Safeguarding Lead will disclose any child protection related information about a child to other members of staff on a need to know basis only, where the receiving member of staff can play an active role in safeguarding that child
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- All staff must be aware that they cannot promise a child to keep secrets if doing so might compromise the child's safety or wellbeing.
- The intention to refer a child to Children's Social Care will be shared with parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, advice should be sought from the MASH.
- KCSiE 2020 very clearly outlines the expectations on our Designated Safeguarding Lead (DSL) in promoting the educational outcomes for children by sharing information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced. Our school will follow this guidance.
- KCSiE 2020 outlines that the DSL will share information with staff, so they know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort. Our school will support teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.
- Our school will approach sharing of such information sensitively, in collaboration with the child or young person, parents and carers. When supporting the educational outcomes for a child staff may need to know that the child is or has been supported by safeguarding agencies, but it will often not be necessary to share the details of the actual safeguarding concerns.

6. Responsibilities

As a school we recognise staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns escalating. We also recognise ALL staff have a responsibility to provide a safe environment in which children can learn.

- Ask our children what they want from an effective child protection system.
- Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
- Be aware of the signs of abuse and maintain an attitude of “it could happen here” with regards to child protection.
- Ensure that children know that there are adults in the school whom they can approach if they are worried about any problems.
- Know what to do if a child tells them they are being abused or neglected.
- Know how and where to record their concerns and report these to the Designated Safeguarding Lead as soon as possible.
- If a child is in immediate danger, know how to refer the matter to Children’s Social Care and/or the Police immediately.
- Support pupils in line with their Child Protection Plan and notify the Designated Safeguarding Lead of any child on a Child Protection Plan who has an unexplained absence.
- Actively plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
- Be aware of and follow the Sussex Child Protection & Safeguarding Procedures, produced by West Sussex, East Sussex, and Brighton & Hove. This will include the referral process.
- Must have read and understand Part 1 of Keeping Children Safe in Education September 2020 and be alert to signs of abuse and know to whom they should report any concerns or suspicions.
- Participate in safeguarding training as part of their induction.
- Receive safeguarding and child protection updates as required but at least annually, to provide them with relevant skills and knowledge to safeguard children.
- Ensure that they know who the Designated and Deputy Safeguarding Lead(s) is / are and how to contact them.
- Be aware of the early help process and understand their role in it. This includes identifying problems and working effectively with other agencies that provide support to pupils.
- Refer to the Headteacher if they have concerns about another member of staff.
- Where the concerns are about the Headteacher this should be referred to the chair of governors.

6.1 Special Educational Needs & Disabilities

As a school we are aware that children with SEN and disabilities can face additional safeguarding challenges and expect all staff to recognise;

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child’s disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.
- Education and Health Care Plans are reviewed in line with statutory guidance

6.2 Responsibilities of the Management Committee

The Management Committee takes seriously its responsibility to safeguard and promote the welfare of children in its care and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support children who are, or who may be, suffering harm

- Keeping Children Safe in Education 2020 paragraph 61, makes clear that governing bodies and proprietors should have a senior board level or equivalent lead to take **leadership** responsibility for their schools or colleges safeguarding arrangements and to ensure there are appropriate policies and procedures relevant to their particular setting.
- As a school we are fully committed to that and will ensure all of our policies and practices enable our school / college to take action in a timely manner to safeguard and promote the welfare of the children and young people attending our school.

The nominated governor for child protection in this school is:

Name: Rebecca Dunne

The responsibilities placed on governing bodies and proprietors include:

- Making sure that the safeguarding policies & procedures in the school are effective and comply with the law at all times. This should include a child protection policy (reviewed at least annually and available online); and a code of conduct which should amongst other things include acceptable use of technologies staff/pupil relationships and communications including the use of social media.
- Putting in place appropriate safeguarding responses to children who do not attend, or go missing during the school day or who are children missing education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risk of them going missing in future.
- Where reasonably possible, our school will hold more than one emergency contact number for each pupil or student. This goes beyond the legal minimum, but we recognise that it is good practice for our school to have additional options to make contact with a responsible adult when a child goes missing from education, or who does not attend or goes missing from school, is also identified as a welfare and/or safeguarding concern. ²

² DfE school attendance guidance can be found [HERE](#)

- A Staff Behaviour Policy (sometimes called a Code of Conduct) which should, amongst other things, include acceptable use of technologies staff/pupil relationships and communications including the use of social media
- Our school will always take immediate steps to safeguard a vulnerable child. For example, an inability to make contact with a parent / carer despite immediate and repeated efforts will not impede urgent safeguarding action, for example calling the police for a child who is at risk and has gone missing during the school day.
- Ensuring we follow the correct procedures outlined in this policy when removing a pupil from roll, or adding a pupil to our roll, at non-standard transition points.
- Appointing a Designated Safeguarding Lead who is part of the senior staff team and has this recorded on their job description in line with Annex B of Keeping Children Safe in Education 2020
- Through regular review and audit, ensure that any safeguarding deficiencies or weaknesses within the school are remedied without delay.³
- Our school will peer review by another special school and audit safeguarding provision in our HAT day (how are things)
- Ensure that child protection records are kept securely and separately from other records and are only accessed by staff that need to.

6.3 Allegations against teachers, other staff, including supply teachers and volunteers

- Ensuring that there are procedures in place to effectively manage allegations against all staff members.
- In all cases we will follow the guidelines outlined in Part 4 of Keeping Children Safe in Education 2020. All such cases, and in cases of any doubt as to whether the matter reaches threshold for an allegations, advice and guidance must be sought from the local authority designated officer (LADO) BEFORE any internal investigation begins.
- We recognise that our duties relate to members of staff, supply staff and volunteers who are currently working in any school or college regardless of whether the school or college is where the alleged abuse took place
- We are aware of our responsibilities in respect of supply teachers, as outlined in paragraph 214 – 217 of Keeping Children Safe in Education 2020.
- We are aware that allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.
- We will train our staff to enable them to raise concerns and, as a school, we will follow the guidelines outlined in Part 4 of Keeping Children Safe in Education 2020.
- Our school will refer cases to the Local Authority Designated Officer (LADO) where a member of staff, supply or agency staff or volunteer has, either inside or outside of school:
 - i. behaved in a way that has harmed a child, or may have harmed a child;
 - ii. possibly committed a criminal offence against or related to a child;
 - iii. behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or

³ The NSPCC / TES safeguarding self-assessment is regarded by the Local authority as a useful tool for this purpose <https://www.nspcc.org.uk/services-and-resources/working-with-schools/esat/>

- iv. behaved or may have behaved in a way that indicates they may not be suitable to work with children.

Other areas of notes:

Ensuring that we discharge our responsibilities as a Management Committee in respect of adhering to the reporting restrictions imposed by the Education Act 2002 where teachers are under investigation

- we will also ensure parents and carers are aware of their responsibilities not to publish any information during such investigations as highlighted at para 230 & 231 of Keeping Children Safe in Education 2020 and section 141F of the Education Act 2002.
- recognising that neither the management committee, nor individual governors, have a role in pursuing or managing the processes associated with individual cases of child protection
- recognising that neither the management committee, nor individual governors, have a right to know details of such cases, except when exercising their disciplinary functions in respect of allegations against staff
- making sure all staff are familiar with the contents of part 1 of Keeping Children Safe in Education, and that all staff have been trained appropriately and that this is updated in line with guidance
- By making sure any staff training includes how local services work together to safeguard children and how our school safeguarding leads and deputies work with the safeguarding partnership and other agencies as outlined in Working Together to Safeguard Children⁴ to keep children safe.
- Ensuring that the school is contributing to inter-agency working, which includes engaging with our local Early Help hub in a coordinated manner to provide support to our children as soon as needs are identified
- appointing a designated teacher for looked after children, and recognising and reflecting in school procedures and this policy that children looked after are particularly vulnerable
- for e-learning, making sure that appropriate filters and appropriate monitoring systems are in place safeguarding against potentially harmful and inappropriate online material
- giving consideration as to how children may be taught about safeguarding including: online, through teaching and learning opportunities and as part of providing a broad and balanced curriculum
- By working with parents and carers in making sure that appropriate filters and appropriate monitoring systems are in place whilst the children are accessing the internet at home, to safeguard against potentially harmful and inappropriate online material.
- Our school recognises the statutory status of Relationship Education, Relationship and Sex Education and Health Education from September 2020. As governors we welcome this along with the opportunity to teach our children about safeguarding including online, through teaching and learning opportunities and as part of providing a universal broad and balanced curriculum.

⁴ Working Together to Safeguard Children 2018 – found [HERE](#)

Training - Governors will ensure they are trained at least annually in respect of safeguarding. Governors will also consider what other bespoke training, for example prevent, would enable them to fulfil their governance obligations.

6.4 Safer Recruiting

- As a Management Committee, we will ensure the school creates a culture of safe recruitment and as part of that adopt recruitment procedures that help deter, reject or identify people who might abuse children.
- Our school WILL follow the procedures set out in Part 3: Safer Recruitment. Keeping Children Safe in Education, September 2020. This includes ensuring taking up references for each shortlisted candidate **before** interview and ensuring that at least one member of any appointing panel, including at shortlisting, will have attended safer recruitment training.

6.5 Single Central Record

- ensuring that the school keeps an up to date single central record (SCR) of all staff and volunteers and the dates of all appropriate safeguarding checks and including the detail as suggested within Part 3 of Keeping Children Safe in Education, September 2020
- All staff are however reminded that they must bring to the attention of the Headteacher any material change in circumstances or other information of relevance
- For supply teachers, we are aware that we must obtain written notification from any agency, or third-party organisation who we are using, that the organisation has carried out the checks (in respect of the enhanced DBS certificate, written notification that confirms the certificate has been obtained by either the employment business or another such business), on an individual who will be working at our school.
- Where any supply position requires a barred list check, we recognise that this must be obtained by the agency or third party prior to our school appointing the individual.
- We are aware of the checks that must be undertaken for trainee or student teachers, and will make sure, depending on circumstances, that either the school or training provider will undertake all relevant checks.
- Our school will always check that the person presenting themselves for work from a supply or other agency is the same person on whom the checks have been made.
- IF THERE IS ANY DOUBT NOT ALL RELEVANT CHECKS HAVE BEEN COMPLETED THEN THE PERSON WHOM THE CHECKS RELATE TO WILL NOT BE ALLOWED TO ENGAGE IN ANY REGULATED ACTIVITY AT OUR SCHOOL/COLLEGE.

6.6 Disclosure and Barring Referrals

- We recognise that our school/college has a legal duty in [Making a barring referral to the DBS](#) regarding anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:
 - the harm test is satisfied in respect of that individual;

- the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence; and
- the individual has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left
- We recognise that this is a legal duty for our school and failure to refer when the criteria are met is a criminal offence.

6.7 Resignations and Settlement Agreements

- Our school recognises that IF the accused person resigns, or ceases to provide their services, this should not prevent an allegation being followed up in accordance with this policy and the guidance contained in Part Four of KCSiE 2020.
- A referral to the DBS must be made, if the criteria are met - see above and Part Four of KCSiE 2020.
- We also recognise we must also consider whether a referral to the Secretary of State, through a referral to the [Teacher Regulation Authority](#) is appropriate.
- If the accused person resigns or their services cease to be used and the criteria are met for a referral to DBS it will not be appropriate to reach a settlement/compromise agreement. We recognise that any settlement/compromise agreement that would prevent a school or college from making a DBS referral even though the criteria for referral are met, is likely to result in a criminal offence being committed. This is because the school or college would not be complying with its legal duty to make the referral.
- As a Management Committee we recognise it is important that every effort is made to reach a conclusion in all cases of allegations bearing on the safety or welfare of children, including any in which the person concerned refuses to cooperate with the process. Wherever possible, the accused should be given a full opportunity to answer the allegation and make representations about it. But the process of recording the allegation and any supporting evidence and reaching a judgement about whether it can be substantiated based on all the information available, should continue even if that cannot be done or the accused does not cooperate. It may be difficult to reach a conclusion in those circumstances, and it may not be possible to apply any disciplinary sanctions if a person's period of notice expires before the process is complete, but it is important to reach and record a conclusion wherever possible.
- 'Settlement agreements' (sometimes referred to as compromise agreements), by which a person agrees to resign if the employer agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, should not be used in cases of refusal to cooperate or resignation before the person's notice period expires. Such an agreement will not prevent a thorough police investigation where that is appropriate.
- We will take advice from Human Resources/Legal Services where necessary.

6.8 Managing Professional Differences

We recognise that, on occasions, there are disagreements between safeguarding professionals. Should any such situations arise in our school, we will always keep the

child at the centre, and we will support the children and staff in our school by ensuring that our school follow the correct procedure (found [HERE](#)) should it be necessary to escalate concerns to the safeguarding children partnership.

6.9 New West Sussex Safeguarding Children Partnership

From Tuesday 25th June the West Sussex Safeguarding Children Board was replaced by the West Sussex Safeguarding Children Partnership where three lead agencies; Health Partnership, Police and the Local Authority, will work together as joint and equal partners to shape bespoke arrangements for the needs of the children in West Sussex. As a Management Committee, we are fully committed to working with the Partnership and will enable governors and our safeguarding lead to attend events and briefings on how the new partnership will support our children.

6.10 Responsibilities of Designated Safeguarding Lead (DSL)

In this school, any individual can contact the designated safeguarding lead if they have concerns about a child.

The Designated Safeguarding Lead in this school is: **Teresa O'Connell (1/12/2016)**

The Deputy Safeguarding Leads in this school are:

Isabel Robson (1/12/2016)

And

Anastasia O'Donoghue (1/10/2018)

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead; this lead responsibility should not be delegated.

6.11 The Designated Safeguarding Lead will:

We recognise Keeping Children Safe in Education (KCSiE) 2020, Annex B, gives an overview of the role of the DSL. The Designated Safeguarding Lead and Deputies within our school will have the role explicitly stated in their job description.

- Assist the management committee in fulfilling their responsibilities under section 175 or 157 of the Education Act 2002.
- Attend initial training for their role and refresh this every two years.
- They will keep their knowledge and skills updated at least annually.
- Ensure that all staff know who the Designated Safeguarding Lead is, their role and how to make contact.
- Ensure that all staff understands their responsibilities in relation to signs of abuse and responsibility to refer any concerns to the Designated Safeguarding Lead. In addition, the Designated Safeguarding Lead should ensure that all staff read and understand Part One of Keeping Children Safe in Education 2020 and have a record of when this was done.
- Ensure that new staff participates in safeguarding training as part of their induction,

- Ensure that all staff receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children. The Designated Safeguarding Lead will also ensure staff, including all senior leaders and Chairs of Governors/Safeguarding Governors, are kept fully aware of any significant changes or updates to local authority child protection and safeguarding procedures, as and when they occur.
- The Designated Safeguarding Lead will also ensure staff are kept fully aware of any significant changes or updates to local authority child protection and safeguarding procedures, as and when they occur.
- Be the lead for the school when engaging the managing professional difference protocol when there is disagreement between the school and other agencies in respect of action taken to keep a child safe. (See [Protocol managing professional differences](#))
- Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff.
- Liaise with relevant curriculum leads in setting to ensure Relationship Education, Relationship and Sex Education and Health Education is considered within all aspects of the curriculum.
- Maintain child protection records for each child where concerns have been raised and ensure the receiving school is informed of any concerns and files are transferred when the child moves to another education setting.
- During term time the designated safeguarding lead (or a deputy) will always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for our school / college, working with the designated safeguarding lead, to define what “available” means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable
- It is a matter for our schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities. Our school will ensure that we provide the Local Authority with up to date emergency contact details should the Local Authority need to discuss an urgent safeguarding matter/issue/concern when school is closed.

6.12 The designated safeguarding lead is expected to:

- Refer cases of suspected abuse to the West Sussex MASH. Where a referral is made that notes are completed that same day.
- support staff who make referrals to local authority children’s social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and

- Refer cases where a crime may have been committed to the police, via the MASH as required.
- Ensure all child protection files are kept separately and securely from other records and accessible only by staff that need to access them for safeguarding purposes.
- liaise with the head teacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigation
- as required liaise with the case manager and where required the LADO, in all cases involving allegations against members of staff (both current and former members of staff)
- liaise with staff on matters of safety and safeguarding, and when deciding whether to make a referral by liaising with relevant agencies
- To retain oversight of all Early Help plans, and review level or any change in risk at regular intervals.
- Act as a source of support, advice and expertise for staff.

6.13 Training

- As well as training all members of staff as above, the DSL and deputies should undergo training to provide them with the skills required to carry out the role. This training should be updated at least every two years.
- As a management committee we will plan for staff changes and moves to ensure there is sustained capacity and resilience for the DSL and deputies.
- The designated lead and deputies should undertake Prevent awareness training and ensure the rest of the staff also do this on at least an annual basis as part of the wider continuous safeguarding training process in operation.

6.14 Designated Safeguarding Lead – continual professional development.

- The DSL should be afforded time to allow them to understand and keep up with any developments relevant to their role so they:
- attending the DSL network termly meetings as organised by the Local Authority when possible
- understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments; Contact details for your local IPEH hub can be found [here](#)
- Maintaining a working knowledge of how West Sussex Local Authority conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively, when required to do so.
- ensure each member of staff has access to and understands the school or college's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- Are able to keep detailed, accurate, secure written records of concerns and referrals; separately from the main pupil file and use these records to assess the

likelihood of risk. The written records should clearly identify details of the concerns and what action was taken. If these are stored electronically, that they are differently password protected from the child's other files, and accessible only by the head teacher/designated leads.

- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.
- Understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners.
- Ensure that were a pupil transfers school and is on a Child Protection Plan or is Looked After, the information is passed to the new school immediately and the child's Social Worker informed.
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Ensure that either they or the class teacher attends Child Protection Conferences, core groups, or other multi-agency planning meetings, contributes to assessments, and provides a report which will normally have been shared with the parents.
- Monitor the use of part time timetables in accordance with the 'Part Time Timetable Guidance' issued by WSCC Pupil Entitlement Team.
- Ensuring that any child who is subject to a child protection plan and who is absent without explanation is referred to their key worker's social care team. In some cases any absence may be a cause for concern and warrant immediate reporting
- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school, college or at home.
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- Ensure the school's child protection policy is reviewed annually, the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Be responsible for making the senior leadership team aware of trends in behaviour that may affect child welfare.
- Liaising with relevant curriculum leads in setting to ensure safeguarding is considered within all aspects of the curriculum?

7. Early Help & Child Protection Procedures

If a child is in immediate danger the police must be called by dialling 999.

7.1 If a member of staff has concerns about a child:

- The member of staff will report their concerns to the designated safeguarding lead or in their absence, the deputy safeguarding lead.
- The Designated Safeguarding Lead will decide whether the concerns should be referred to Multi-Agency Safeguarding Hub (MASH). If there are grounds for actual or suspected significant harm then a referral will be made to the MASH via telephone in the first instance. If the Designated Safeguarding Lead is unsure about whether a referral is required they should contact the MASH for advice.
- The steps outlined in **section 23 below, 'Dealing with a Disclosure'**, will be followed by staff members to record details of any concerns which must be done as soon as possible and on the same day. The signed and dated recording must be a clear, precise, factual account of the observations.
- If it is decided to make a referral to the MASH this will be usually be discussed with the parents, unless to do so would place the child at further risk of harm or could impact on a police investigation (the MASH is able to provide advice on this).
- If it is considered likely that **by informing parents / carers of the referral will increase the risk** to the child (ren) advice MUST BE SOUGHT FROM MASH before INFORMING the PARENT / CARER.
- The member of staff will make an accurate and detailed recording (which may be used in any subsequent court proceedings) as soon as possible and on the same day. The signed and dated recording must be a clear, precise, factual account of the observations. Do not add comments or opinion although observations about a child's demeanour or emotional state may be recorded.
- The MASH will require a follow up of any phone call in writing from the referrer. The Designated Safeguarding Lead will ensure that any written referrals are made using the request for Support form available on the LSCP website. [here](#)
- The school child protection records must reflect who was spoken to at MASH, the time and date of that contact. The school child protection records must also clearly record any advice given and what steps the school have taken.
- This will include where there are disagreements between school and MASH and will clearly indicate what next steps the school is taking to resolve the disagreement.
- Particular attention will be paid to the attendance and development of any child who the school has concerns, or who has been or is subject of a Child Protection Plan.

7.2 Information Sharing

If in doubt whether to share information please take advice from MASH. Further advice on the seven golden rules for sharing information can be in Advice for practitioners providing safeguarding services to children, young people, parents and carers and guidance, which can be accessed [here](#)

- The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children, which must always be the paramount concern.
- Effective sharing of information is essential for early identification of need, assessment and service provision to keep children safe.
- Practitioners should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to local authority children's social care (e.g. they are being supported as a child in need or have a child protection plan). Practitioners should be alert to sharing important information about any adults with whom that child has contact, which may impact the child's safety or welfare.
- Information sharing is also essential for the identification of patterns of behaviour when a child has gone missing, when multiple children appear associated to the same context or locations of risk, or in relation to children in the secure estate where there may be multiple local authorities involved in a child's care. It will be for local safeguarding partners to consider how they will build positive relationships with other local areas to ensure that relevant information is shared in a timely and proportionate way.
- If a practitioner has concerns about a child's welfare and considers that they may be a child in need or that the child has suffered or is likely to suffer significant harm, then they should share the information with local authority children's social care and/or the police. All practitioners should be particularly alert to the importance of sharing information when a child moves from one local authority into another, due to the risk that knowledge pertinent to keeping a child safe could be lost.
- Practitioners must have due regard to the relevant data protection principles which allow them to share personal information, as provided for in the Data Protection Act 2018 and the General Data Protection Regulation (GDPR). To share information effectively: it is important to understand the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.
- We are aware of the Data protection toolkit for schools which we will use to assist in complying with GDPR.

7.2 Taking Responsibility

- Staff should not assume a colleague or another professional is making a referral. It is the duty of the designated lead to take action and ensure information is shared in order to keep a child safe.
- In addition, our school will ensure that all staff, including volunteers and governors, knows how to contact MASH in the unlikely event that the DSL or deputy are not available. This will also be the case where any member of staff is concerned that the DSL or deputy is not taking concerns seriously.
- In addition we encourage all members of staff, including volunteers and governors to recognise and respond to safeguarding concerns which occur in the community and are nothing to do with school in the appropriate manner to be by contacting MASH the police or the NSPCC.

7.3 Early Help

Termly consultations are a part of the WSCC preventative offer to support early identification of vulnerable children in partnership with families, parents and carers, schools, FE colleges and specialist provision.

Termly consultation also forms part of our prevention strategy to safely reduce the demand on Children's Social Care by providing early intervention.

- **Any** child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:
- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- Is a privately fostered child.
- All West Sussex schools and colleges have an allocated early help worker, available via the local Integrated Prevention and Earliest Help (IPEH) hub. Our current early help worker is **Audrey Kiel** (September 2019) A list of which is found [here](#) Our school will work with our early help worker in order to maximise support for those children who may benefit from additional support.

7.4 Termly conversations with our Early Help Worker

All West Sussex schools and colleges have an allocated named early help worker available via the local IPEH hub.

We will work with our families, parents and carers, share our concerns with them work at the earliest opportunity and work with our early help worker in order to maximise the offer for those children who may benefit from additional support

7.5 Early Help consultations with our Early Help Worker

The named early help worker can be contacted via the local Early Help hub.

Our school will engage with the early help worker to:

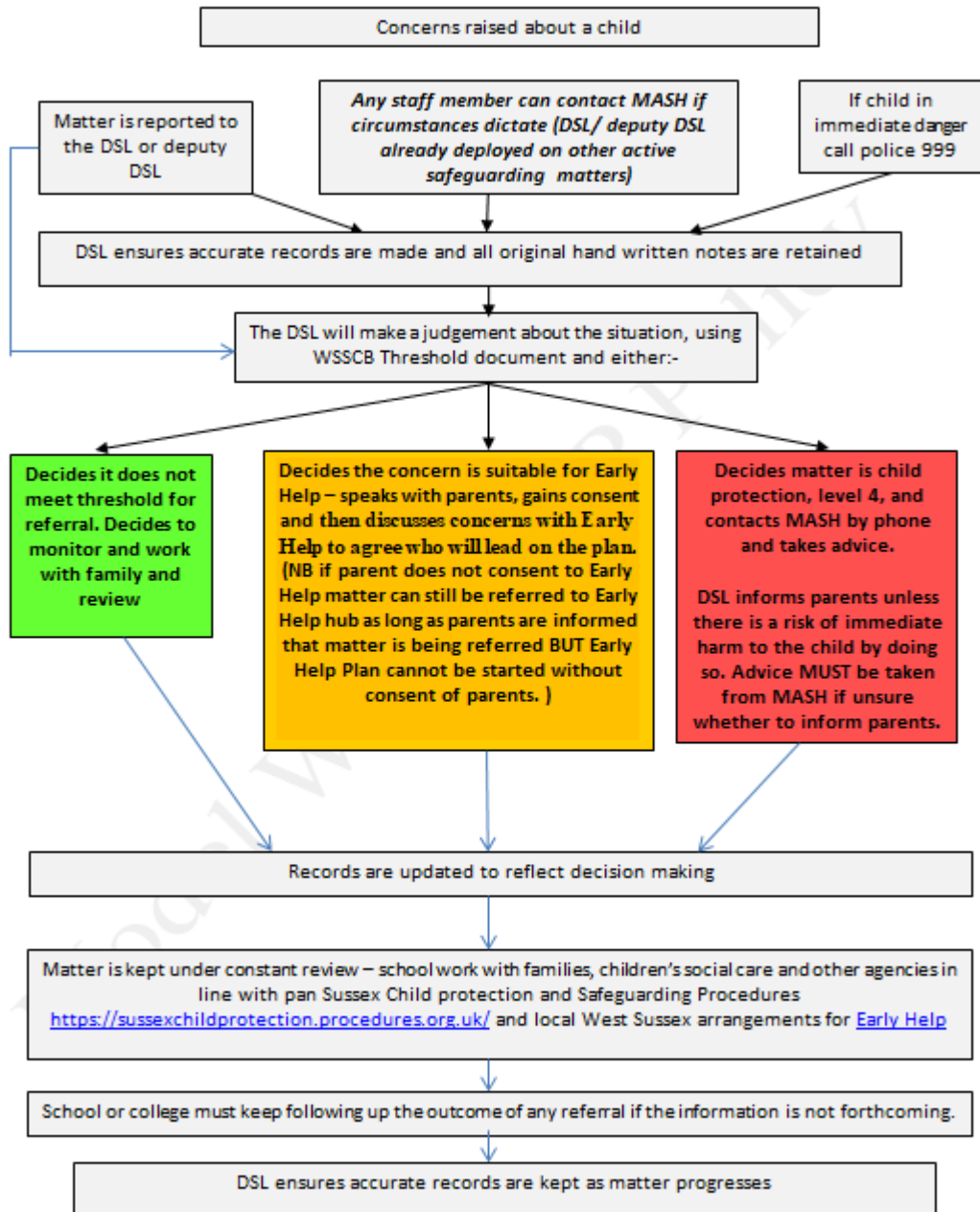
- Build relationships and foster regular discussion between Early Help and schools, colleges and specialist provision.
- Share key messages and developments within the local hub.
- Discuss children and young people who the school/college are concerned about with a view to identifying the right support as early as possible.
- Help with Holistix support/navigation and management of Early Help Plans.
- Discuss open Early Help Plan, any worries and how to progress as well as identifying drift with the assistance of data.
- Provide information on how to access Early Help support and developing an understanding of thresholds and pathways for support i.e. when to contact Early Help or MASH.
- Share information on the local menu of support for children, young people and families.

In our school the Designated Safeguarding Lead will have oversight of all children on Early Help Plans and will regularly review progress and any changes in risk.

7.6 West Sussex Safeguarding Children Board Continuum of need/ Threshold Guidance

Our school / college will use the Threshold Guidance found [here](#) to inform our decision making and which referral pathway to take.

7.7 Flowchart for child protection procedures for schools and colleges



8. LADO and Assistant LADO contact details

The Local Authority Designated Officers (LADO) for West Sussex are
Miriam WILLIAMS
Donna TOMLINSON

Assistant LADO: Sally ARBUCKLE

LADO should be contacted either by email: LADO@westsussex.gov.uk or by phone, LADO Consultation Contact No. 0330 222 6450 (9.00am – 5.00pm)

8.1 If a member of staff has concerns about another staff member.

This applies to any member of staff/volunteer whom the staff member has contact with in their personal, professional or community life.

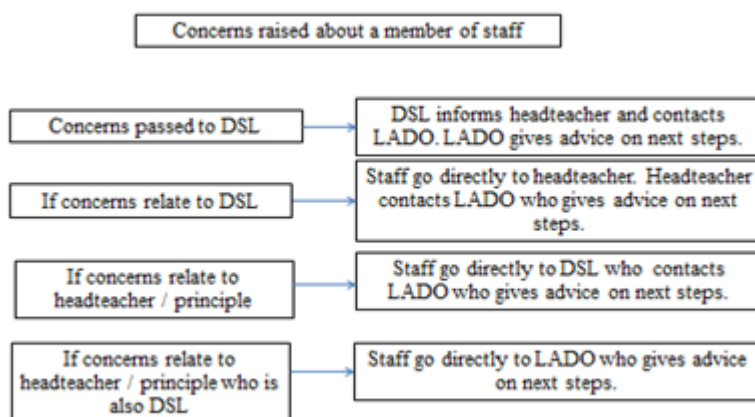
- an allegation is any information which indicates that a member of staff/volunteer may have:
- behaved in a way that has, or may have harmed a child
- possibly committed a criminal offence against/related to a child
- behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children.
- behaved or may have behaved in a way that indicates they may not be suitable to work with children.
- If staff has concerns about another staff member then this should be referred to the headteacher or principal.
- If the allegation is against the head teacher or principal, then the referral should be made to the chair of governors, chair of the management committee, or proprietor of an independent school as appropriate. If for any reason this causes a delay, then the local authority designated officer (LADO) should be approached directly.
- The person, to whom an allegation against another member of staff is first reported, should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification. It is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.

8.2 School Complaints

- Complaints by parents about any aspect of school MUST be reviewed to ensure there are no allegations against staff contained within the complaint which require referral to LADO

8.3 Allegations against member of STAFF, including volunteers and School Governors

- Making an immediate written record of the allegation using the informant's words including: time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present
- this record should be signed, dated and immediately passed on to the headteacher/principal/chair of governors
- The recipient of an allegation must not unilaterally determine its validity and failure to report it in accordance with procedures is a potential disciplinary matter. The headteacher or chair will not investigate the allegation themselves, or take written or detailed statements, but will assess and decide whether to refer the concern to the LADO. If there is any doubt as to whether to refer, advice should be taken from the LADO.
- If there are concerns that a child is at risk, the matter must be immediately reported to MASH.
- Any records generated in the course of such matters must be retained securely, away from other child protection and personnel records and only be accessed by those who need to for investigation / review purposes.
- Guidelines contained within the Pan Sussex Child Protection and Safeguarding Procedures in respect of managing allegations made against people who work or volunteer with children, found [here](#) , must be followed on each occasion. If there is any doubt then advice must be taken from the LADO



8.4 What staff should do if they have concerns about safeguarding practices within the school of college

- All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.
- Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college's senior leadership team.
- where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:
- advice can be taken from LADO

8.5 Whistleblowing

- We will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the actions or attitudes of colleagues. If necessary, the member of staff can speak with the head teacher, the chair of the management committee or with the Local Authority Designated Officer.
- We will ensure staff should be aware of and know how to access West Sussex Confidential Reporting Policy, found [HERE](#).
- Further assistance for staff to raise concerns can be accessed by calling the NSPCC whistleblowing helpline on 0800 028 0285.

9. Special Educational Needs (SEN) & Disabilities

9.1 Special Considerations

As a school, we are aware that children with SEN and disabilities can face additional safeguarding challenges and expect all staff to recognise:

- Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Being more prone to peer group isolation than other children;
- The potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- Communication barriers and difficulties in overcoming these barriers.

9.2 SEN & D Support

To address these additional challenges, our school will consider extra pastoral support for children with SEN and disabilities.

10. Looked after and previously looked after Children

- as the management committee of this school we will ensure that staff have the skills, knowledge and understanding to keep looked after children safe.
- In particular, we will ensure that appropriate staff has the information they need in relation to a child's looked after legal status and contact arrangements with birth parents or those with parental responsibility.
- We will also ensure staff have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child
- We recognise a previously looked after child potentially remains vulnerable and we will ensure that all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, we will ensure our school works together with other agencies and takes prompt action when necessary to safeguard these children, who are a particularly vulnerable group.
- Our school will work with the virtual school head to discuss how the school can best support the child and meet the needs of the child's personal education plan and use any additional resources accordingly.

10.1 Designated Teacher for Looked After Children

- We recognise that as a maintained school or academy, we must appoint a designated teacher for Children Looked After.
- The designated teacher for looked after children in our school is Teresa O'Connell
- We will ensure our designated teacher will have appropriate training, relevant qualifications and experience. We will ensure the designated teacher is aware of the statutory guidance [The Role and Responsibilities of the Designated Teacher](#) .
- Our school will work with the Head Teacher of the Virtual School to discuss how the school can best support the child and meet the needs of the child's Personal Education Plan (PEP) and use any additional resources accordingly.
- We will pay additional attention to the attendance of children looked after. Where any exclusions are issued for children looked after we will consider whether these are indicative of wider safeguarding concerns and share any concerns with the Head Teacher of the Virtual School and other safeguarding partners as necessary.
- Previously looked after children potentially remain vulnerable and we will ensure that all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with Children Looked After and previously looked after children, we will ensure our school works together with other agencies and takes prompt action when necessary to safeguard these children, who are a particularly vulnerable group.

10.2 Care Leavers

- Local authorities have on-going responsibilities to the young people who cease to be looked after and become care leavers. That includes keeping in touch with them, preparing an assessment of their needs and appointing a Personal Adviser who develops a pathway plan with the young person. This plan describes how the local authority will support the care leaver to participate in education or training.
- The Designated Safeguarding Lead in our school will therefore have details of the local authority Personal Adviser appointed to guide and support the care leaver and should liaise with them as necessary regarding any issues of concern affecting the care leaver.
- Details of leaving care personal advisors can be found [here](#)

11. Children potentially at greater risk of harm

As a school we recognise children may need a social worker due to safeguarding or welfare needs.

- Children may need this help due to abuse, neglect and/or complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.
- Local authorities should share the fact a child has a social worker, and we recognise that our Designated Safeguarding Lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine.
- As outlined in Chapter 7 above, we recognise there are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services)

As a school we are aware

- Of the findings from the [Children in Need Review, Improving the educational outcomes for Children in Need of help and protection](#) and the detail contained within [Help, protection, education](#).
- In our school the Head teacher will take responsibility in how we can, as a school, assist children who are potentially at greater risk of harm achieve their educational potential.
- As a management committee we will regularly scrutinise educational progress of children who are at greater risk of harm.

12. Children requiring mental health support

- We recognise our school has an important role to play in supporting the mental health and wellbeing of our pupils.
- We recognise 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.

Our school/college has an Emotional Wellbeing Lead and that is Teresa O'Connell

- As a school we will have a clear system and process in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. We will make sure all staff and volunteers are aware of our system.
- Where there are concerns about the mental health, wellbeing and safeguarding of a child, staff will immediately discuss those concerns with the Designated Safeguarding Lead.
- We are aware of recent government publications:
 - [Preventing and tackling bullying](#)
 - [Mental health and behaviour in schools](#) and
 - [Promoting children and young people's emotional health and wellbeing](#)
- Our staff are aware of the West Sussex Community Mental Health Liaison Service [CMHL](#) who provide an early intervention and prevention service for professionals who are working with young people under the age of 18, and are concerned about a young person's mental health and wellbeing. This service is available to our school.
- We are aware that we can obtain advice and support from [West Sussex School Nursing Service](#)
- We are also aware of the resources available to our school from the [Mentally Healthy Schools](#) website.
- For our pupils aged 11-19 we are aware of the [ChatHealth](#) text service and [YES - Youth Emotional Support Service](#)

12.1 Self Harm Guidance for Schools

- Managing self-harm guidance and tool kit for schools in West Sussex has recently been created with the latest information and resources to help recognise the signs, identify risks and access the support available.
- We recognise that [Self-Harm Guidance for schools](#) is available to anyone working in education, to support staff when dealing with students who self-harm, or are at risk of intentionally harming themselves.
- Our school will use this guidance to support out students and staff.

12.2 Covid-19

- We are aware of the COVID-19 Pandemic can have on the mental health and wellbeing of children and young people and we recognise that we will provide support to all our children and young people.

12.3 Mental Health and RE/RSE/HE

- Through our curriculum, our school will maximise the opportunities to teach our children and young people about mental health as part of the health education cornerstone of our Relationship Education/Relationship and Sex Education and Health Education. (see SECTION 13 below).

13. Statutory Status: Relationship Education, Relationship & Sex Education and Health Education

We as a school acknowledge:

- The Government has provided regulations which will make the subjects of Relationship Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) mandatory from 2020. [Statutory guidance: relationships education relationships and sex education \(RSE\) and health education](#) .
- We will, as a management committee, consider what that means specifically for our school.
- We recognise the significant positive impact our school can have on the lives of our children and young people through our RE/RSE/HE curriculum.
- [West Sussex Education for Safeguarding E4S](#) – which will enable our school to identify the specific risks faced by the children in our school so we can develop our safeguarding curriculum accordingly. We as a school have considered this West Sussex approved approach and are working to fully embed it to meet the specific needs of the pupils at our school.
- A wide variety of teaching and learning resources are available both locally and nationally. Some of these are;
 - [West Sussex Education for Safeguarding E4S](#) – has been designed by the Local Authority to enable all West Sussex schools and colleges to identify the specific risks faced by the children and young people within their own setting and develop a bespoke safeguarding curriculum tailored to the meet those needs.
 - UKCCIS, who have recently published their Education for a Connected World Framework. Online safety is a whole school and college issue. The framework aims to support the development of the curriculum and is of relevance to PSHE education and Computing. It is designed, however, to be usable across the curriculum and beyond and to be central to a whole school or college approach to safeguarding and online safety. It covers early years through to age 18. It can be accessed [here](#).
 - The PSHE Association provides guidance to schools on developing their PSHE curriculum including online safety. It can be accessed [here](#).
 - Parent Zone and Google have developed 'Be Internet Legends' - a free internet safety curriculum with PSHE accredited lesson plans and teaching resources for Key Stage 2 pupils. It can be accessed [here](#).
 - Rise Above - PSHE curriculum topics to Upper KS2, KS3 and KS4 pupils, with flexible lesson plans and ready-to-use PowerPoints co-created with teachers, and video content developed with 10 to 16-year-olds. It can be accessed [Here](#).

14. Crimes committed on school premises – When to call the police

This section is in relation to pupils who may have committed a crime on school premises.

- None of the guidance and information in this section is intended to replace normal safeguarding practices of referring concerns to relevant agencies, for example; the Multi-agency Safeguarding Hub or Early Help Hub.
- We recognise that if a child is in immediate danger, or there is a risk of serious injury to anyone or a serious crime is happening or is about to happen, we will call the police immediately on 999.
- We recognise that situations may occur on school premises where students may have committed a crime. This could include assaults, criminal damage, possessing or supplying drugs or possessing weapons. (Potential sexual offences are dealt with later in this policy.)
- The National Police Chiefs Council (NPCC) have issued [When to call the police - Guidance for schools & colleges](#) guidance for when schools and colleges should call the police in such circumstances. The advice is for school and college staff with responsibility for behaviour management, including designated safeguarding leads (DSLs), their deputies, head teachers and senior leadership teams.
- Our school will follow this guidance before contacting Sussex Police.
- Our school will consider, where appropriate, sharing 'When to call the police guidance' with pupils, parents and carers.

15. **The use of reasonable force in our school or college**

Keeping Children Safe in Education 2020 recognises that there are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involves a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

A 'no contact' policy at a school or college can leave staff unable to fully support and protect their pupils and students.

Please refer to KCSIE 2020 and guidance offered at 127 – 130 and [Use of reasonable force in schools](#)

Our school has considered this issue and had adopted the following policies;

- Behaviour policy

16. Online safety

Our school / college recognise the use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective and proactive approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify intervene in and escalate any incident where appropriate. It also empowers children and young people to make informed choices and keep themselves safe online.

The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

- **Content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;
- **Contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and
- **Conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.

16.1 Opportunities to teach safeguarding

we will maximise the opportunities to teach our children how to stay safe online. We recognise there are many resources available and will consider which ones suit the needs of our school.

16.2 Filters and monitoring

As a management committee we will do all we reasonably can to limit children's exposure to the above risks from the school's or college's IT system. As part of this process, we will ensure we have appropriate filters and monitoring systems in place.

Whilst considering our responsibility to safeguard and promote the welfare of children, and provide them with a safe environment in which to learn, we will consider the age range of our pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs risks.

We review our filters and monitors using appropriate tools from [UK Safer internet centre](#) and for our [Prevent duties](#).

we recognise that it is essential that appropriate filters and monitoring systems are in place, we recognise that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding

16.3 Mobile Devices

Our school/college recognises that many children have unlimited and unrestricted access to the internet via 3G, 4G and in the future 5G, in particular and our school will carefully consider how this is managed on our premises and issue specific guidance for pupils and staff in respect of this.

16.4 Reviewing online safety

Our management committee / proprietor understands that technology in this area evolves and changes rapidly and we will therefore keep the matter under regular review.

16.5 Education at Home, during exceptional circumstances

We recognise that some of our children will access education from home. Where children are being asked to learn online at home, our school will review the guidance issued by the Dept for Education to support our schools to do so safely: [Safeguarding and remote education](#) and also the guidance issued by the Local Authority.

We recognise that there is a substantial amount of support available for remote education contained within Annex C of Keeping Children Safe in Education 2020, which we will review for suitability for our setting.

16.6 Staff Training

The Governors recognise the need for staff to undergo regularly updated safeguarding training and the requirement to ensure our children are taught about safeguarding, including online. With that in mind, online safety training for staff will be integrated, aligned and considered as part of our overarching safeguarding approach. It will also be considered within our teaching and learning policy and practice.

16.7 Ofsted Inspections

The management committee recognises that from September 2019 Ofsted's inspection of early years, schools and post-16 provision will be carried out using the following framework – found [here](#).

We also recognise that inspectors will always report on whether arrangements for safeguarding children and learners are effective.

As a management committee we will ensure that we are familiar with the new inspection framework and inspecting safeguarding in early years, education and skills guidance from September 2019, found [here](#) and how we can use those documents to monitor the safeguarding framework in our school.

17. Private Fostering

- Our school / college recognises that private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation **by a person who is not a parent, person with parental responsibility for them or a relative in their own home.**
- A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children.
- Our school or college will notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child.
- We will ensure our staff are aware of the link to the comprehensive guidance on the circumstances in which private fostering may arise can be found at [here](#).
- We will ensure the Pan-Sussex Child Protection and Safeguarding Procedures regarding private fostering can be found [here](#) and will be followed where private fostering is known or believed to be taking place.

18. When to be concerned

All staff and volunteers should be aware of the main categories of abuse:

Abuse:

A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another child or children.

Physical abuse:

A form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Emotional abuse:

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

Sexual abuse:

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet) by establishing a close relationship or friendship. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect:

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food,

clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

18.1 Physical Abuse

Physical abuse may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Indicators in the child

Bruising

It is often possible to differentiate between accidental and inflicted bruises. The following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- bruising in or around the mouth
- two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- repeated or multiple bruising on the head or on sites unlikely to be injured accidentally for example the back, mouth, cheek, ear, stomach, chest, under the arm, neck, genital and rectal areas
- variation in colour possibly indicating injuries caused at different times
- the outline of an object used e.g. belt marks, hand prints or a hair brush
- linear bruising at any site particularly on the buttocks, back or face
- bruising or tears around or behind, the earlobe/s indicating injury by pulling or twisting
- bruising around the face
- grasp marks to the upper arms, forearms or leg
- petechial haemorrhages (pinpoint blood spots under the skin) commonly associated with slapping, smothering/suffocation, strangling and squeezing

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. It is unlikely that a child will have had a fracture without the carers being aware of the child's distress. If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture.

There are grounds for concern if:

- the history provided is vague, non-existent or inconsistent
- there are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement.

Rib fractures are only caused in major trauma such as in a road traffic accident, a severe shaking injury or a direct injury such as a kick.

Skull fractures are uncommon in ordinary falls, i.e. from three feet or less. The injury is usually witnessed, the child will cry and if there is a fracture, there is likely to be swelling on the skull developing over 2 to 3 hours. All fractures of the skull should be taken seriously.

Mouth Injuries

Tears to the frenulum (tissue attaching upper lip to gum) often indicates force feeding of a baby or a child with a disability. There is often finger bruising to the cheeks and around the mouth. Rarely, there may also be grazing on the palate.

Poisoning

Ingestion of tablets or domestic poisoning in children under 5 is usually due to the carelessness of a parent or carer but it may be self-harm even in young children.

Fabricated or Induced Illness

Professionals may be concerned at the possibility of a child suffering significant harm as a result of having illness fabricated or induced by their carer. Possible concerns are:

- discrepancies between reported and observed medical conditions, such as the incidence of fits
- attendance at various hospitals, in different geographical areas
- development of feeding / eating disorders, as a result of unpleasant feeding interactions
- the child developing abnormal attitudes to their own health
- non organic failure to thrive - a child does not put on weight and grow and there is no underlying medical cause
- speech, language or motor developmental delays
- dislike of close physical contact
- attachment disorders
- low self esteem
- poor quality or no relationships with peers because social interactions are restricted
- Poor attendance at school and under-achievement.

Pan-Sussex Child Protection Procedures in respect of Fabricated or Induced Illness can be found [here](#)

Bite Marks

Bite marks can leave clear impressions of the teeth when seen shortly after the injury has been inflicted. The shape then becomes a more defused ring bruise or oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child. A medical/dental opinion, preferably within the first 24 hours, should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds. Scalds are the most common intentional burn injury recorded.

Any burn with a clear outline may be suspicious e.g. circular burns from cigarettes, linear burns from hot metal rods or electrical fire elements, burns of uniform depth over a large area, scalds that have a line indicating immersion or poured liquid.

Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation. Scalds to the buttocks of a child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

The following points are also worth remembering:

- A responsible adult checks the temperature of the bath before the child gets in.
- A child is unlikely to sit down voluntarily in a hot bath and cannot accidentally scald its bottom without also scalding his or her feet.
- A child getting into too hot water of his or her own accord will struggle to get out and there will be splash marks.

Scars

A large number of scars or scars of different sizes or ages, or on different parts of the body, or unusually shaped, may suggest abuse.

Emotional / behavioural presentation:

- refusal to discuss injuries
- admission of punishment which appears excessive
- fear of parents being contacted and fear of returning home
- withdrawal from physical contact
- arms and legs kept covered in hot weather
- fear of medical help
- aggression towards others
- frequently absent from school
- an explanation which is inconsistent with an injury
- Several different explanations provided for an injury.

Indicators in the parent:

- may have injuries themselves that suggest domestic violence
- not seeking medical help/unexplained delay in seeking treatment reluctant to give information or mention previous injuries
- absent without good reason when their child is presented for treatment
- disinterested or undisturbed by accident or injury
- aggressive towards child or others
- unauthorised attempts to administer medication
- tries to draw the child into their own illness
- past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
- parent/carer may be over involved in participating in medical tests, taking temperatures and measuring bodily fluids

- Observed to be intensely involved with their children, never taking a much needed break nor allowing anyone else to undertake their child's care.
- may appear unusually concerned about the results of investigations which may indicate physical illness in the child
- wider parenting difficulties may (or may not) be associated with this form of abuse
- Parent/carer has convictions for violent crimes.

Indicators in the family/environment:

- marginalised or isolated by the community
- history of mental health, alcohol or drug misuse or domestic violence
- history of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

18.2 Perplexing cases which may indicate a possibility of fabricated or Induced Illness (FFI)

Professionals may be concerned at the possibility of a child suffering significant harm as a result of having illness fabricated or induced by their carer. Possible concerns are:

- discrepancies between reported and observed medical conditions, such as the incidence of fits
- attendance at various hospitals, in different geographical areas
- development of feeding / eating disorders, as a result of unpleasant feeding interactions
- the child developing abnormal attitudes to their own health
- non organic failure to thrive - a child does not put on weight and grow and there is no underlying medical cause
- speech, language or motor developmental delays
- dislike of close physical contact
- attachment disorders
- low self esteem
- poor quality or no relationships with peers because social interactions are restricted poor attendance at school and under-achievement

These cases are very complex and for a case to be considered as FFI is after careful and detailed review by a consultant paediatrician. Please Pan-Sussex Child Protection Procedures for further information [here](#)

Where any school or college has concerns in this area they must speak with their school nurse in the first instance.

18.3 Emotional Abuse

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate or valued only insofar as they meet the needs of another person.

It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction.

It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

Some level of emotional abuse is involved in all types of maltreatment of a child though it may occur alone.

Indicators in the child:

- developmental delay
- abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment
- aggressive behaviour towards others
- child scapegoated within the family
- frozen watchfulness, particularly in pre-school children
- low self-esteem and lack of confidence
- withdrawn or seen as a 'loner' - difficulty relating to others
- over-reaction to mistakes
- fear of new situations
- inappropriate emotional responses to painful situations
- neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- self-harm
- fear of parents being contacted
- extremes of passivity or aggression
- drug/solvent abuse
- chronic running away
- compulsive stealing
- low self-esteem
- air of detachment – 'don't care' attitude
- social isolation – does not join in and has few friends
- depression, withdrawal
- behavioural problems e.g. aggression, attention seeking, hyperactivity, poor attention
- low self-esteem, lack of confidence, fearful, distressed, anxious
- Poor peer relationships including withdrawn or isolated behaviour.

Indicators in the parent:

- domestic abuse, adult mental health problems and parental substance misuse may be features in families where children are exposed to abuse
- abnormal attachment to child e.g. overly anxious or disinterest in the child
- scapegoats one child in the family
- imposes inappropriate expectations on the child e.g. prevents the child's developmental exploration or learning, or normal social interaction through overprotection
- Wider parenting difficulties may, or may not, be associated with this form of abuse.

Indicators of in the family/environment:

- lack of support from family or social network
- marginalised or isolated by the community
- history of mental health, alcohol or drug misuse or domestic violence
- history of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

18.3 Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's Health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Using the West Sussex Partnership Neglect Suite of Tools

- West Sussex Safeguarding Children Partnership have developed a range of tools to assist professionals in identifying and responding to neglect.
- These tools include [A Day in My Life Templates](#) to enable professionals to assess the needs of individual children. These tools are fundamental in hearing the child's voice when there are concerns.
- Our school is committed to using these tools when assessing impact of abuse and neglect on children. As a management committee we will monitor use of this tool whenever assessing children who may be at risk of neglect.

Once a child is born, neglect may involve a parent or carer failing to:

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment.

It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

If neglect is suspected:

Indicators in the child

Physical presentation:

- failure to thrive or, in older children, short stature
- underweight
- frequent hunger
- dirty, unkempt condition
- inadequately clothed, clothing in a poor state of repair
- red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold
- swollen limbs with sores that are slow to heal, usually associated with cold injury
- abnormal voracious appetite
- dry, sparse hair
- recurrent/untreated infections or skin conditions e.g. severe nappy rash, eczema or persistent head lice/scabies/diarrhoea
- unmanaged / untreated health/medical conditions including poor dental health
- Frequent accidents or injuries.

Development:

- general delay, especially speech and language delay
- Inadequate social skills and poor socialization.

Emotional/behavioural presentation:

- attachment disorders
- absence of normal social responsiveness
- indiscriminate behaviour in relationships with adults
- emotionally needy
- compulsive stealing
- constant tiredness
- frequently absent or late at school
- poor self esteem
- destructive tendencies
- thrives away from home environment
- aggressive and impulsive behaviour
- disturbed peer relationships
- Self-harming behaviour.

Indicators in the parent:

- dirty, unkempt presentation
- inadequately clothed
- inadequate social skills and poor socialisation
- abnormal attachment to the child e.g. anxious

- low self- esteem and lack of confidence
- failure to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene
- failure to meet the child's health and medical needs e.g. poor dental health; failure to attend or keep appointments with health visitor, GP or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy
- child left with adults who are intoxicated or violent
- child abandoned or left alone for excessive periods
- Wider parenting difficulties may or may not be associated with this form of abuse.

Indicators in the family/environment

- history of neglect in the family
- family marginalised or isolated by the community
- family has history of mental health, alcohol or drug misuse or domestic violence
- history of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- family has a past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement
- dangerous or hazardous home environment including failure to use home safety equipment; risk from animals
- poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating
- Lack of opportunities for child to play and learn.

SEXUAL ABUSE

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males women can also commit acts of sexual abuse, as can other children.

Indicators in the child

Physical presentation:

- urinary infections, bleeding or soreness in the genital or anal areas
- recurrent pain on passing urine or faeces

- blood on underclothes
- sexually transmitted infections
- vaginal soreness or bleeding
- pregnancy in a younger girl where the identity of the father is not disclosed and/or there is secrecy or vagueness about the identity of the father
- physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Emotional / behavioural presentation:

- makes a disclosure
- demonstrates sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
- inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- self-harm - eating disorders, self-mutilation and suicide attempts
- poor self-image, self-harm, self-hatred
- reluctant to undress for PE
- running away from home
- poor attention / concentration (world of their own)
- sudden changes in school work habits, become truant
- withdrawal, isolation or excessive worrying
- inappropriate sexualised conduct
- sexually exploited or indiscriminate choice of sexual partners
- wetting or other regressive behaviours e.g. thumb sucking
- draws sexually explicit pictures
- Depression.

Indicators in the parents:

- comments made by the parent/carer about the child
- lack of sexual boundaries
- wider parenting difficulties or vulnerabilities
- grooming behaviour
- parent is a sex offender

Indicators in the family/environment:

- marginalised or isolated by the community
- history of mental health, alcohol or drug misuse or domestic violence
- history of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- past history of childhood abuse, self-harm, or a culture of physical chastisement
- Family member is a sex offender.

19. Specific Safeguarding Issues

Children in the court system

19.1 Criminal Court

- our school / college will do all we can in supporting any of our children / young people who are required to attend court to give evidence in criminal court. We recognise that maybe because crimes were committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds, accessed [here](#) and 12-17 year olds accessed [here](#) .
- Our school / college will ensure our pupils have access to these booklets. They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

19.2 Pre-trial therapy

- Our school / college will always do all we can to support our pupils, which includes providing counselling and other types of therapy. We are aware however that where the pupil is a witness in a criminal trial we must ensure relevant guidelines are followed – which can be found [here](#). In any such situation we will be guided by the police in respect of provision of any therapy before trial.

19.3 Family court

- Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. Our school / college will make this available as it may be useful for some parents and carers. It can be accessed [here](#)

19.4 Child Missing Education

- Our school will adopt the WSCC policy and guidance in respect of Children Missing Education which is detailed below.
- This policy and guidance is specifically for West Sussex schools and colleges and details how they must notify the Local Authority when they remove a child from the school roll at a non-standard transition point.
- It also explains how schools and colleges must notify the Local Authority when adding a child to the school roll at non-standard transition points.

19.5 Statutory Guidance

- Several significant updates were made in 2016 – please click here for Children Missing Education [latest statutory guidance](#)

The Nominated Person for WSCC

- The nominated officer for Children Missing Education in West Sussex is Sara Hughes, Senior Investigating Officer, Children Missing Education: 0330 2222059 / sara.hughes@westsussex.gov.uk;
- Click here for the [latest statutory guidance](#)

19.6 Absence from school

- Where children do not turn up for school, we will follow our school's attendance policy.
- We will ensure we have more than one parent/carer contact number for each pupil.
- Where a student has not attended, and we are unable to contact any parent or carer, we will consider the matter from a safeguarding perspective.
- In particular we will consider if there are any existing child protection or safeguarding concerns for the child – if there are, we will notify the relevant agency of the absence immediately.
- We will also consider if there are any other special circumstances, for example, child or parent disability that may make it difficult for them to make contact with health or other services if they needed to, especially in times of emergency.
- If there any concerns our school/college will consider making a home visit and contacting the MASH.
- If there are significant concerns, we will contact the police immediately.

19.7 Absence from School - Revised School Attendance Guidance August 2020

- Our school will follow the revised [Government Guidance](#) regarding attendance, which is in place from August 2020.
- We recognise that from the start of the autumn term 2020 pupil attendance will be mandatory and the usual rules on attendance will apply, including:
 - parents' duty to ensure that their child of compulsory school age attends regularly at the school where the child is a registered pupil
 - schools' responsibilities to record attendance and follow up absence
 - the ability to issue sanctions, including fixed penalty notices, in line with local authorities' codes of conduct
- The guidance also gives clear guidance on where not attending in Covid-19 related circumstances will apply.

- Further advice and support can be found at **Annex 5** below and by contacting Pupil Entitlement Investigation on:
Email - PEI@westsussex.gov.uk
Tel - 0330 222 8200

When school or college are removing a child from roll the following form is to be used
[WSCC RFR form](#)

- All children, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education (not on a school role or in any other suitable provision) in their area.
- Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.
- The law requires all schools to have an admission register and, with the exception of schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers
- This policy outlines what schools and colleges must do when they either remove a child from or add a child to, the school roll at non-standard transition points.
- For those children who are removed from the school roll under one of the 15 specific criteria listed at below, the school must notify the Local Authority using the process at **6** below as soon as possible.
- The Local Authority Children Missing Education Team will then make enquiries and establish whether the child is in receipt of other suitable education provision or is to be regarded as a Child Missing Education.

19.8 Poor attendance or Children Missing Education.

- Children Missing Education specifically relates to children who are not on a school roll or receiving suitable education elsewhere. Schools and colleges must be very clear not to confuse this with children who may be missing out on education through either poor attendance or truanting. For poor attendance and truanting issues contact should be made in the first instance with Pupil Entitlement Investigations: 0330 228200 / educationwelfare.duty@westsussex.gov.uk; or if the school and college consider the child with poor attendance or who is truanting to be at risk then contact should be made with MASH or for urgent cases, Police.

19.9 Safeguarding

- Information in this policy is intended to support normal school safeguarding practice. Schools **MUST** follow the normal route of contacting MASH on 01403 229900 where they have safeguarding concerns about any child. If those concerns are urgent, then schools should call the police.

19.10 Removal from Roll at NON-STANDARD TRANSITION POINTS – when and how to notify the Local Authority

- All schools (including academies, free schools and independent schools) must notify their local authority when they are about to remove a pupil’s name from the school admission register under any of the fifteen grounds listed in the table below⁵.

Table of Grounds for Removal from school roll at non-standard transition point

1	8(1) (a) - where the pupil is registered at the school in accordance with the requirements of a school attendance order, that another school is substituted by the local authority for that named in the order or the order is revoked by the local authority on the ground that arrangements have been made for the child to receive efficient full-time education suitable to his/her age, ability and aptitude otherwise than at school.
2	8(1)(b) - except where it has been agreed by the proprietor that the pupil should be registered at more than one school, in a case not falling within sub-paragraph (a) or regulation 9, that s/he has been registered as a pupil at another school.
3	8(1)(c) - where a pupil is registered at more than one school, and in a case not falling within sub-paragraph (j) or (m) or regulation 9, that s/he has ceased to attend the school and the proprietor of any other school at which s/he is registered has given consent to the deletion.
4	8(1)(d) - in a case not falling within sub-paragraph (a) of this paragraph, that s/he has ceased to attend the school and the proprietor has received written notification from the parent that the pupil is receiving education otherwise than at school.
5	8(1)(e) - except in the case of a boarder, that s/he has ceased to attend the school and no longer ordinarily resides at a place which is a reasonable distance from the school at which s/he is registered
6	8(1)(f) - in the case of a pupil granted leave of absence in accordance with regulation 7(1A), that — the pupil has failed to attend the school within the ten school days immediately following the expiry of the period for which such leave was granted; the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and The proprietor and the local authority have failed, after jointly making reasonable enquiries , to ascertain where the pupil is. Please note schools cannot unilaterally make the decision at point (iii). This MUST be done in consultation with the Local Authority Children Missing Education Team.

⁵ Section 8 The Education (Pupil Registration) (England) Regulations 2006.

7	8(1)(g) - that s/he is certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither s/he nor her/his parent has indicated to the school the intention to continue to attend the school after ceasing to be of compulsory school age.
8	8(1)(h) - that s/he has been continuously absent from the school for a period of not less than twenty school days and — at no time was her/his absence during that period authorised by the proprietor in accordance with regulation 6(2); the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and The proprietor of the school and the local authority have failed, after jointly making reasonable enquiries, to ascertain where the pupil is. Please note schools cannot unilaterally make the decision at point (iii). This MUST be done in consultation with the Local Authority Children Missing Education Team.
9	8(1)(i) - that s/he is detained in pursuance of a final order made by a court or of an order of recall made by a court or the Secretary of State, that order being for a period of not less than four months, and the proprietor does not have reasonable grounds to believe that the pupil will return to the school at the end of that period
10	8(1) (j) - that the pupil has died.
11	8(1)(k) - that the pupil will cease to be of compulsory school age before the school next meets and— the relevant person has indicated that the pupil will cease to attend the school; or The pupil does not meet the academic entry requirements for admission to the school's sixth form.
12	(1)(l) - in the case of a pupil at a school other than a maintained school, an Academy, a city technology college or a city college for the technology of the arts, that s/he has ceased to be a pupil of the school.
13	8(1)(m) - that s/he has been permanently excluded from the school.
14	8(1)(n) - where the pupil has been admitted to the school to receive nursery education, that s/he has not on completing such education transferred to a reception, or higher, class at the school.
15	8(1)(o) where— the pupil is a boarder at a maintained school or an Academy; charges for board and lodging are payable by the parent of the pupil; and Those charges remain unpaid by the pupil's parent at the end of the school term to which they relate.

19.11 Notifying the Local Authority when removing a child from roll at non-standard transition point

- The Local Authority **must** be notified when a school is to delete a pupil from its register under any of the above circumstances. This should be done **as soon as** the grounds for deletion are met, but **no later than** deleting the pupil's name from the register. It is essential that schools comply with this duty so that local authorities can, as part of their statutory obligations, identify and track children missing education until they are back in school or receiving suitable education elsewhere.
- When **schools or colleges** are removing a child from the school or college roll in the above circumstances, the Local Authority **MUST** be informed using the following on line form [WSCC RFR form](#)
- The Local Authority will always welcome contact from schools and colleges with the Children Missing Education Team before a child is removed from roll.

19.12 Notifying the Local Authority when on-rolling at non-standard transition point

- **All schools** must notify the Local Authority **within five days** of adding a pupil's name to the admission register at a non-standard transition point. The notification must include all the details contained in the admission register for the new pupil. In such circumstances the Local Authority should be notified by completing the following [Form](#)
- **Further advice** The Nominated Person for Children Missing Education in West Sussex is Sara Hughes, Senior Investigating Officer, Children Missing Education: 0330 2222059 / sara.hughes@westsussex.gov.uk

19.13 Absence from school

- Where children do not turn up for school we will follow our schools attendance policy.
- We will ensure we have more than one parent / carer contact number for each pupil.
- Where a student has not attended and we are unable to contact any parent or carer we will consider the matter from a safeguarding perspective.
- In particular we will consider if there are any existing child protection or safeguarding concerns for the child – if there are we will notify the relevant agency of the absence immediately.
- We will also consider if there are any other special circumstances, for example, child or parent disability that may make it difficult for them to make contact with health or other services if they needed to, especially in times of emergency.
- If there any concerns our school or college will consider making a home visit and contacting the MASH.
- If there are significant concerns we will contact the police immediately.

19.14 Child Sexual Exploitation

- Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship.
- The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Some of the below can be indicators of CSE

- children who appear with unexplained gifts or new possessions;
 - children who associate with other young people involved in exploitation;
 - children who suffer from changes in emotional well-being;
 - children who misuse drugs and alcohol;
 - children who go missing for periods of time or regularly come home late;
 - children who regularly miss school or education or do not take part in education.
 - children who have older boyfriends or girlfriends;
 - children who suffer from sexually transmitted infections or become pregnant
- where there are concerns a child may be at risk of CSE, advice **MUST** be taken from MASH and school will normally complete Part A of the CSE 'screening tool' Part A which can be [accessed here](#)
 - Completion of this should not delay you making a referral however it may assist you in being clear about the key areas of concern and the level of risk.
 - Schools play a vital role in keeping children safe from CSE and often have more information than any other agency. Where schools have concerns they must be persistent in referring those concerns, and escalate using the professional difference protocol if necessary.

19.15 Child Criminal Exploitation: County Lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines is missing episodes, when the victim may have been trafficked for the purpose of transporting drugs. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;

- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- Is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late;
- children who regularly miss school or education or do not take part in education.

If there are any concerns a child or young person is at risk of Criminal exploitation MASH must be contacted for advice.

19.16 County Lines

- County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.
- Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.
- One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs.
- If a child is suspected to be at risk of or involved in county lines, a safeguarding referral MUST be made to MASH and exploitation risk assessment completed – found [here](#).
- Further information on the signs of a child’s involvement in county lines is available in guidance published by the [Home Office - County Lines](#) and the [West Sussex Safeguarding Partnership](#)

19.17 Serious Violence

- All staff in our school will be aware of the indicators which may signal that children are at risk from, or involved with serious violent crime. We will be aware that indicators such as increased absence, a change of friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or injuries. In addition, unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.
- We understand that such cases are often difficult to identify. As a school we will do all we can to hear the voice of the child, enabling all our children to share concerns, worries or feel enabled to ask for help.
- Where we are concerned that a child at our school may be involved in serious violence or at risk of exploitation we will complete the child exploitation risk assessment found [here](#)
- If there are any concerns a child is at risk of serious violence we will contact MASH for advice.
- If we are concerned that the child is at risk of imminent serious violence we will call the police on 999.

19.18 CONTEXTUAL SAFEGUARDING Networks

Recent developments in developing a contextual safeguarding network can significantly increase the support to young people at risk of exploitation. This network looks at different aspects of potential abuse which is committed outside the home. More information can be found [here](#)

19.19 Domestic Abuse

Our school / college recognises the definition of domestic abuse to be any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

Any concerns regarding domestic abuse will be considered by the designated safeguarding lead or deputy and advice and guidance obtained from MASH.

- As outlined in Keeping Children Safe in Education 2020, Operation Encompass helps police and schools work together and enables the school to support the child as soon as possible. Our school has joined the Operation Encompass scheme with Sussex Police.
- Our school is aware of and will use where necessary the [Operation Encompass Teachers National Helpline](#) in order to support our children if we receive an Operation Encompass notification.
- Our school is also aware that Early Help and MASH can also provide support.
- We are aware that further information can also be obtained from [NSPCC - lockdown and domestic abuse](#), [Refuge - effects on children](#) and [SafeLives: young people and domestic abuse](#)

19.20 Homelessness

Our school / college recognises that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

- The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.
- The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets found [here](#) the new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.
- In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances.
- The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation available [here](#)

19.21 So Called Honour Based Violence – including Female Genital Mutilation

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

Actions

For schools and colleges who may use children and / or other family members to translate information to parents and cares – THIS MUST NOT BE DONE IF THERE ARE CONCERNS ABOUT so called honour based violence.

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy) who will in turn contact the MASH.

19.22 Female Genital Mutilation (FGM)

- All schools and colleges have a legal obligation to report acts of Female Genital Mutilation.
- Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
- Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.
- From 31st October 2015, regulated health and social care professionals and teachers in England and Wales must report 'known' cases of FGM in under 18's which they identify in the course of their professional work to the police.
- The Home Office has published procedural information on the duty to help health and social care professionals, teachers and the police understand: the legal requirements placed upon them, a suggested process to follow, and an overview of the action which may be taken if they fail to comply with the duty. It also aims to give the police an understanding of the duty and the next steps upon receiving a report.
- Guidance can be obtained here;
[Home Office: Mandatory Reporting of FGM – procedure information](#)
[FGM Mandatory Reporting Fact Sheet](#)
[FGM Reporting Flowchart for under 18's](#)

19.23 Forced Marriage

- Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example).
- Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. We recognise our school / college can play an important role in safeguarding children from forced marriage.
- The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, with pages 35-36 of which focus on the role of schools and colleges. That guidance can be found [here](#)
- School and college staff who have concerns about a forced marriage should contact the DSL or deputy DSL who should contact MASH for further advice. Specialist advice can also be obtained from the Forced Marriage Unit on 020 7008 0151 or email fm@fco.gov.uk

19.24 Preventing Radicalisation

- As part of our **safeguarding** training our school / college will train all staff at least annually in respect of preventing radicalisation.
- Protecting children from the risk of radicalisation should be seen as part of our school's wider safeguarding duties and is similar in nature to protecting children from other forms of harm and abuse. During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised.
- Radicalisation refers to the process by which a person comes to support any form of violent extremism⁶, including terrorism. There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.
- As with managing other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff should use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

19.25 Prevent

- from 1 July 2015 specified authorities, including all schools as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 ("the CTSA 2015"), in the exercise of their functions,

⁶ Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas

to have “due regard⁷ to the need prevent people being drawn into terrorism⁸” must have regard to statutory guidance issued under section 29 of the CTSA 2015 (“the Prevent guidance”). Paragraphs 57-76 of the Prevent guidance are concerned specifically with schools (but also cover childcare). It is anticipated that the duty will come into force for sixth form colleges and FE colleges early in the autumn.

- The statutory Prevent guidance summarises the requirements on schools in terms of four general themes: risk assessment, working in partnership, staff training and IT policies.
- Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology. This means being able to demonstrate both a general understanding of the risks affecting children and young people in the area and a specific understanding of how to identify individual children who may be at risk of radicalisation and what to do to support them. Schools and colleges should have clear procedures in place for protecting children at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools and colleges to have distinct policies on implementing the Prevent duty.
- The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of Local Safeguarding Children Boards (LSCBs).
- The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify children at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to pupils at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to other members of staff on protecting children from the risk of radicalisation.
- Schools must ensure that children are safe from terrorist and extremist material when accessing the internet in schools. Schools should ensure that suitable filtering is in place. It is also important that schools teach pupils about online safety more generally.
- The Department for Education has issued advice and social media guidance to schools and childcare providers to help them keep children safe from the risk of radicalisation and extremism.
- The prevent duty and Ofsted descriptors also requires educational settings to ensure that preventing radicalisation and violent extremism is embedded within the curriculum. Staffs are also expected to feel confident and competent in using appropriate pedagogical approaches to facilitate this learning.

The [prevent duty advice](#) is for/of:

- school leaders, school staff and governing bodies in all local maintained schools, academies and free schools
- proprietors, governors and staff in all independent schools

⁷ According to the Prevent duty guidance ‘having due regard’ means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions

⁸ “Terrorism” for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

- proprietors, managers and staff in childcare settings
- Particular interest to safeguarding leads.

The [social media guidance](#) is for:

- head teachers
- teachers
- Safeguarding leads.

19.26 Channel Programme – for these at risk of radicalisation

- Our school recognises Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.
- Prevent referrals may be passed to a multi-agency Channel Panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel Panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.
- Our school designated safeguarding lead/senior staff will understand when it is appropriate to make a referral to the Channel programme.
- Further information is available here:
 - [Prevent and Channel Duty – A Toolkit for Schools](#)
 - [Channel Guidance](#)
 - [Making a Channel Referral in West Sussex](#)
 - [Prevent Channel Referral Form](#)
- Further advice and guidance regarding the PREVENT Duty and preventing radicalisation and violent extremism can be accessed on the West Sussex Service for Schools website, accessed [here](#).

19.27 Peer on Peer Abuse

- At our school we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students
- We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's behaviour policy or anti-bullying policy in the first instance.
- however, we recognise that some allegations may be of such a serious nature that they may raise safeguarding concerns
- **All staff** should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This may include physical abuse, emotional abuse, sexual abuse and sexual exploitation and may manifest as (though not limited to): bullying (including cyber-bullying), gender based violence/sexual assaults and sexting. Such peer on peer abuse may take many different forms and present in many different ways – see below. **All school staff** must be aware that children can be abusers and any concerns should be discussed with the designated safeguarding lead.

- Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm
- Sexting (also known as youth produced sexual imagery): The Department for Education provides Searching Screening and Confiscation Advice for schools. The UK Council for Internet Safety (UKCIS) Education Group has published [Guidance Sexting in Schools & Colleges](#) on Responding to Sexting Incidents
- Initiation/hazing type violence and rituals
- If Peer on Peer abuse is suspected staff should follow section 8.7 of the West Sussex Child Protection and Safeguarding Procedures - [Children who Harm Other Children](#).
- If Peer on Peer abuse is suspected staff should follow section 8.7 of the West Sussex Child Protection and Safeguarding Procedures - [Children who harm Other Children](#).

19.28 Preventing Peer on Peer Abuse

As a school we will minimise the risk of allegations against other pupils by:

- We recognise the importance of an ambitious broad and balanced curriculum which develops students understanding of consent, acceptable behaviour, keeping themselves safe and healthy relationships
- having systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and value
- delivering targeted work on assertiveness and keeping safe to those children identified as being at risk
- Developing robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils
- how allegations of peer on peer abuse will be recorded, investigated and dealt with;
- clear processes as to how victims, perpetrators and any other child affected by peer on peer abuse will be supported;
- a clear statement that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up";
- Recognition of the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously;

19.29 Allegations against other pupils which are safeguarding issues

Occasionally, allegations may be made against student by other students in the school which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation.

Professionals must decide in the circumstances of each case whether or not behaviour directed at another child should be categorised as abusive or not.

It will be helpful to consider the following factors:

- relative chronological and developmental age of the two children (the greater the difference, the more likely the behaviour should be defined as abusive)

- a differential in power or authority (e.g. related to race or physical or intellectual vulnerability of the victim)
- actual behaviour (both physical and verbal factors must be considered)
- whether the behaviour could be described as age appropriate or involves inappropriate sexual knowledge or motivation
- physical aggression, bullying or bribery
- the victim's experience and perception of the behaviour
- the possibility the abuser is, or was, also a victim
- attempts to ensure secrecy
- an assessment of the change in the behaviour over time (whether it has become more severe or more frequent)
- Duration and frequency of behaviour.

19.30 Examples of safeguarding issues against a student could include:

Physical abuse:

violence, particularly pre-planned
forcing others to use drugs or alcohol

Emotional abuse:

blackmail or extortion
threats and intimidation (including racist or homophobic/religious remarks, cyber-bullying)
isolating an individual from social activities
sexting

Sexual abuse:

indecent exposure, indecent touching or serious sexual assault
forcing others to watch pornography or taking part in sexting

Sexual Exploitation:

encouraging other children to engage in inappropriate sexual behaviour
photographing or videoing other children performing indecent acts

19.31 Procedure

If there is a safeguarding concern, the designated safeguarding lead (DSL) should be informed.

- If the matter relates to sexual violence or sexual harassment see 11.14 below.
- A factual record should be made of the allegation, but no attempt at that stage should be made to investigate the circumstances (though further discussion with the alleged victim/perpetrator may be required by the school is further assessment required prior to safeguarding decision).
- The designated safeguarding lead should contact the MASH to discuss the case.

- The designated safeguarding lead will follow through the outcomes of the discussion and make a referral when appropriate.
- If the allegation indicates that a potential criminal offence has taken place, the MASH will consult with the police.
- Parents of both the student being complained about and the alleged victim should be informed and kept updated on the progress of the referral, unless to do so would place the alleged victim at risk, and/or jeopardise a police investigation. If unsure, advice should be sought.
- The designated safeguarding lead will make a record of the concern and a copy will be kept on both pupils' files.
- It may be appropriate to exclude the pupil being complained about for a period of time according to the schools' behaviour policy and procedures.
- Where neither Children's Social Care nor the police accept the complaint, a thorough school investigation should take place in the matter using the school's usual disciplinary procedures.
- In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative plan. The plan should be monitored and a date set for a follow up review with everyone concerned. The plan should reflect both the physical and emotional safety of all pupils concerned.

19.31 Sexual Violence and Sexual Harassment between Children in Schools and Colleges

New guidance has been produced to assist school and colleges manage cases of sexual violence and harassment between pupils. The full guidance can be found [here](#)

Our school and college recognise the following as sexual violence Sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

Staff should be aware of the importance of:

- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
- not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
- Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

19.32 What is Sexual violence and sexual harassment?

Sexual violence

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

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

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

Sexual Assault: A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

What is consent?

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

Sexual harassment

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

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.¹⁰⁸ It may include:
- non-consensual sharing of sexual images and videos;

- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media; and
- sexual exploitation; coercion and threats

Upskirting

Our school recognises that upskirting is a criminal offence and we will take any allegations of such behaviour very seriously.

Upskirting typically involves taking a picture up or under a person's clothing without them knowing. The picture is taken with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

When an allegation of upskirting is brought to our attention we will respond as we would for any other disclosure of potential abuse.

We will follow the principles as set out in responding to reports of sexual violence and harassment above and will take advice from MASH on how to progress any allegation of upskirting.

Where any suspect for a case of upskirting is identified as being a pupil at our school we will initially be guided by police but will always seek to support that pupil

19.33 The response to a report of sexual violence or sexual harassment

- The initial response to a report from a child is important.
- It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe
- A victim should never be given the impression that they are creating a problem if staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 23 in Part 1 of this guidance.
- As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

19.34 Safeguarding and supporting the alleged perpetrator

- The following principles are based on effective safeguarding practice and should help shape any decisions regarding safeguarding and supporting the alleged perpetrator:
- The school or college will have a difficult balancing act to consider. On one hand they need to safeguard the victim (and the wider pupil/student body) and on the other hand provide the alleged perpetrator with an education, safeguarding support as appropriate and implement any disciplinary sanctions.
- Consider the age and the developmental stage of the alleged perpetrator and nature of the allegations. Any child will likely experience stress as a result of being the subject of allegations and/or negative reactions by their peers to the allegations against them.
- Consider the proportionality of the response. Support (and sanctions) should be considered on a case-by-case basis.

- An alleged perpetrator may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. Harmful sexual behaviours in young children may be (and often are) a symptom of either their own abuse or exposure to abusive practices and/or materials. Advice should be taken, as appropriate, from children's social care, [NHS Sussex Partnership Assessment & Treatment Service](#), and the police.
- Where victim and alleged perpetrator remain in school, Risk Assessments MUST be undertaken about how that can be managed as safely as possible. Further advice on managing harmful sexual behaviours in schools, including risk assessments, can be found in West Sussex Service for Schools [Safeguarding In Education Resources](#)
- It is important that if the alleged perpetrator does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs and where appropriate, potential risks to other children and staff. The designated safeguarding lead should take responsibility to ensure this happens as well as transferring the child protection file.
- It is also very important to monitor the emotional health and well-being of all involved, including the alleged perpetrator and school / college must consider accessing Youth Emotional Support or more specialist services. Where there are concerns school / college should discuss the concerns with MASH / IPEH worker.

19.35 Youth Produced Sexual Imagery or 'Sexting'

- Our school recognises that 'Sexting' is a safeguarding risk to our children. Any incident of youth produced sexual imagery which comes to the attention of any staff within our school will be referred to the designated safeguarding lead straightaway.
- Our school recognises that responding to such cases can be complex and as such our school has adopted the UK Council for Child Internet Safety (UKCCIS) guidance, as recommended by West Sussex Safeguarding Children Board, in responding to and managing such instances.
- that UKCCIS can be found [here](#)
- For further advice in respect of managing cases of sexting or where there is any doubt about whether to refer a case, the advice of MASH should be obtained as soon as possible.

19.36 Children with family members in prison

- Our school / college are aware of the additional challenges faced by children who have a parent / carer sent to prison. We recognise that these children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children and our school / college will work in accordance with that guidance, found [here](#), in supporting children in our school who have a parent or carer in prison.

19.37 Other aspects of risk – Bullying and Emotional Health & Well-being

In addition to the information contained above, additional information is provided on the following areas;

19.38 Bullying including cyberbullying.

Our school has an anti-bullying strategy which is used by all staff. National guidance on anti-bullying can be found [here](#). In addition, support for victims of significant bullying can be provided by the local IPEH hub.

10 Dealing with a disclosure

We are determined that our school will be a safe place where children feel able to talk to a trusted adult if they are concerned.

We are also determined that all staff, including volunteers, will know how to respond appropriately should a child disclose to them.

If a child discloses.

- accept what the child says
- Stay calm, the pace should be dictated by the child without them being pressed for detail. DO NOT ASK LEADING QUESTIONS such as “did x touch you there?” It is our role to listen - not to investigate
- If more information is needed to establish if there has been abuse use open questions such as “describe what happened?” “Tell me what happened?”
- Use age appropriate words; avoid jargon or terms the child may well not understand.
- Be careful not to burden the child with guilt by asking questions like “Why didn’t you tell me before?” but you could ask ‘Have you spoken to anyone else about this?’
- acknowledge how hard it was for the child to tell you
- not criticise the perpetrator, the child might have a relationship with them
- Not promise confidentiality, but reassure the child that they have done the right thing, explain whom you will have to tell (the designated lead) and why and, depending on the child’s age, what the next stage will be. It is important that you avoid making promises that you cannot keep such as “I’ll stay with you all the time” or “it will be all right now.”
- If you are in any doubt as to whether to refer the matter speaks and discuss with MASH.

When recording information.

- any records made may well be used
- Make detailed notes at the time or immediately afterwards; record the date, time, place and context of disclosure or concern. Record facts and what was said but not your assumption or interpretation.
- If it is observation of bruising or an injury record the detail, e.g. “right arm above elbow”.
- Use skin / body maps if necessary.
- do not take photographs
- Note the non-verbal behaviour and the key words in the language used by the child (try not to translate into ‘proper terms’).
- Record the date, time and location where the notes were made and if anyone else was present.

- Pass the notes as soon as possible to your designated safeguarding lead.

Reporting Forms

- Reporting forms should be readily available to all staff that may require them. Staff should not have to print forms off before being able to complete them.
- Reporting forms should be located together with the latest copies of Keeping Children Safe in Education, Confidential Reporting Policy and the schools' child protection and safeguarding policy, at various easily accessible points through the school.
- Annex 2 provides suggested forms and skin / body maps for recording the information.

Support for staff.

It is recognised that staff working in a school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. The school will support such staff by providing an opportunity to talk through their anxieties with the designated safeguarding lead and to seek further support as appropriate. WSCC school staff has access to a free, 24/7 and confidential counselling service.

11 Record Keeping

Child Protection Files

- Records kept for child protection purposes must be kept securely, separate from other records and accessed only by those who need to do so for safeguarding and / or monitoring purposes.
- Each child should have a separate record.
- Each record must be accurate, legible and entries made as soon as practicable after a concern is raised.
- Where computer systems are used, staff must still have access to paper forms so immediate conversations with a child / body map drawings etc. can be made contemporaneously.
- Any paper records generated at 4 above must be retained within the file, even where they have been scanned to a computer record.
- Where there is more than one sibling, each sibling should have their own record, cross-referenced where necessary to their siblings.
- each file should have a chronology to enable assessment
- Each file should have an up to date contact number for other key professionals

When a child moves school

- Any child protection files relating to that child must be transferred / retained in accordance with guidelines which can be found [here](#)
- In line with statutory guidance (KCSiE 2018) where children leave the school or college, the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, ensuring secure transit, and confirmation of receipt should be obtained. **For schools, this should be transferred separately from the main pupil file.** Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in a college, are aware as required.
- In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

Allegations against Staff Records

- Any records generated in respect of an allegation must be kept securely, accessed only by those who require to do so for legitimate investigation / safeguarding / review purposes.
- any records must be kept separate from any other personal file relating to that staff member
- Any records must not be kept in any child's child protection file.

12 Managing professional differences & concerns

This is a vital tool in keeping children safe.

On occasions there may be differences of opinion between professionals in response to a specific safeguarding matter, for example, from the view of the school, children's social care closing a case too early or removing a child from a child protection plan too soon.

Professional Differences and Concerns Protocol

In such circumstances the Designated Safeguarding Lead will assess the impact of such a decision on the child(ren) and where concerns remain, the Designated Safeguarding Lead will engage the Managing Professional Difference protocol which can be found on the West Sussex Safeguarding Children Website, accessed [here](#).

13 Adult safeguarding procedures

All of the fundamental principles of safeguarding apply equally to adults as well as children. For example, safer recruiting, recognising and responding to signs of abuse, referring when there are concerns and accurate record keeping, amongst many others, are all central to effective safeguarding practice.

However, the referral route for concerns for those aged 18 and over is different.

For education establishments who cater for young people aged 18 and above, or where any other school or college has concerns about a person aged 18 and over, the relevant local statutory guidance is contained within the Sussex Safeguarding Adult Procedures and can be found [here](#).

For further advice and guidance in respect of general safeguarding those aged 18 and over can also be found [here](#)

To discuss concerns relating to a person aged 18 and over please contact West Sussex Adult Social Care on 01243 642121

Referral to adults social care should be made using the [Adult Social Care Referral Form](#) on-line form.

14 Annexes

- Annex 1 – list of suggested policies to support safeguarding
- Annex 2 – Recording forms and Chronologies
- Body / skin maps.
- Specimen child protection file transfer to a new setting form.

ANNEX 1 – RECORDING FORM & SPECIMEN CHRONOLOGY

The following policies support the safeguarding framework in our setting. This list is not a definitive list and should be tailored to reflect your individual setting.

Policy	In place Y / N	Next Review (date)
Staff Behaviour / Code of Conduct		
Confidential Reporting		
Safer Recruitment		
Unexplained Absence / poor attendance		
Anti-bullying		
E-safety		
Equality / Anti-discrimination		
Use of physical intervention		
Meeting the needs of pupils with medical conditions – including intimate care (Statutory Guidance 2015)		
Providing First Aid		
Drug and substance misuse (DfE guidance 2012)		
Educational / Offsite / Residential		
Behaviour Management		
Health & Safety		
Extended Schools Activities		
Work Placements (DfE post 16 work experience guidance 2015)		
Use of Photography		
School Site Security		
School Lockdown		
Complaints		
Curriculum –PSHE education and Citizenship education , Relationships and Sex Education		
School Lettings Policy		
Use of Visitors		
Other Policies as appropriate		

ANNEX 2 – RECORDING FORM & SPECIMEN CHRONOLOGY

Child's name:			
Date and time:		DOB	
Name and role of person raising concern:			

Details of concern (where? when? what? who? behaviours? use child's words)

Actions taken			
Date	Person taking action	Action taken	Outcome of action

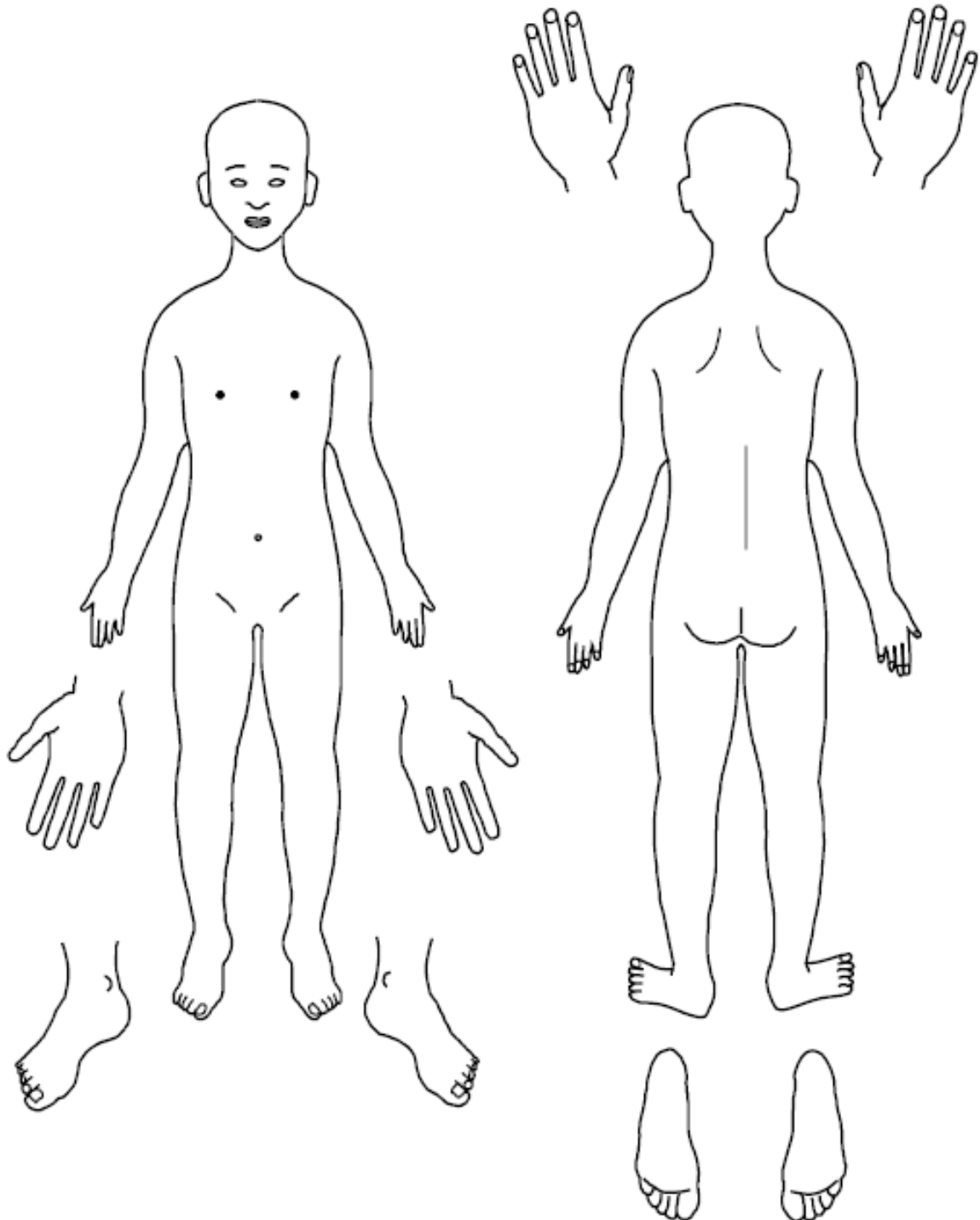
Name:

Designation:

Copied to:

ANNEX 3 skin / body map

Skin / body map



Name of completer: _____



Any additional information:

Child Protection file transfer record and receipt proforma:

PART 1 Transfer Record

To be completed by the establishment sending the files

Name of child:	
DOB	
Establishment sending CP files	
Address of establishment	
Method of delivery	BY HAND SECURE POST ELECTRONICALLY
Date sent/ delivered.	
Name of DSL at sending establishment.	
Name of staff member <u>sending</u> CP file	
Name of staff member CP file <u>being sent to</u>	
Name of DSL at receiving establishment.	
SIGNATURE of person sending	

Transferring establishment:

- Please ensure that the child protection file is passed to the Designated Safeguarding Lead at the receiving school using a secure method of delivery with Part 1 of this form completed.
- ALL CP files should be sent securely and separately from all other files being transferred.
- If a CP file contains active concerns regarding the pupil a conversation between DSL's at the sending and receiving establishments should also take place.

PART 2: Receipt of CP file proforma

To be completed by receiving school or college

Name of establishment receiving file	
Address	
Date received:	
Name of member of staff receiving file	
Signature of receipt of file	
Date of confirmation of receipt sent to previous establishment	
Signature of person sending confirmation of receipt	

Receiving Establishment:

- Part 2 should be completed and returned to the Designated Safeguarding Lead at the sending establishment as named in Part 1.
- You are advised to keep a copy for your own reference.
- If a CP file contains active concerns regarding the pupil, a conversation between DSL's at the sending and receiving establishments should also take place.

Other aspects of risk requiring special attention

In addition school staff should be aware of the specific safeguarding issues listed below. Schools should ensure that, where such risks may be more likely, that staff are guided on how to understand and act accordingly where there is concern about:

- child missing from education
- child missing from home or care
- child sexual exploitation (CSE)
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- Peer on peer
- private fostering
- preventing radicalisation
- self-harm
- sexting
- teenage relationship abuse
- trafficking

Links to many of these topics can be found in Keeping Children Safe in Education - [Keeping children safe in education: for schools and colleges](#)

Annex 2 of this policy also considers some specific safeguarding concerns.

Annex 7 Specimen Chronology

Date:	Details:	Current year group / class:	Current Social Worker & contact number:	Entry made by:
?????	(This would include precis of any details of concerns raised in previous settings.)			
	Action:			
	Action:			
	Action:			
	Action:			
	Action:			
	Action:			