



The Governing Body of

**Herons Dale Primary
School**

Have adopted the following
policy:

**Safeguarding and Child
Protection Policy**

Adopted:	September 2022
Review:	September 2023
Ratified by Governing Body:	November 2022

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Acronyms

This policy contains a number of acronyms used in the Education sector. These acronyms are listed below alongside their descriptions.

Acronym	Long form	Description
CCE	Child criminal exploitation	A form of abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into taking part in criminal activity in exchange for something the victim needs or wants, for the financial advantage or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
CSCS	Children's social care services	The branch of the local authority that deals with children's social care.
CSE	Child sexual exploitation	A form of sexual abuse where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, for the financial advantage, increased status or other advantage of the perpetrator or facilitator, and/or through violence or the threat of violence.
DBS	Disclosure and barring service	The service that performs the statutory check of criminal records for anyone working or volunteering in a school.
DfE	Department for Education	The national government body with responsibility for children's services, policy and education, including early years, schools, higher and further education policy, apprenticeships and wider skills in England.
DPO	Data protection officer	The appointed person in school with responsibility for overseeing data protection strategy and implementation to ensure compliance with the UK GDPR and Data Protection Act.
DSL	Designated safeguarding lead	A member of the senior leadership team who has lead responsibility for safeguarding and child protection throughout the school.
EEA	European Economic Area	The Member States of the European Union (EU) and three countries of the European Free Trade Association (EFTA) (Iceland, Liechtenstein and Norway; excluding Switzerland).
EHC plan	Education, health and care plan	A funded intervention plan which coordinates the educational, health and care needs for pupils who have significant needs that impact on their learning and access to education. The plan identifies any additional

		support needs or interventions and the intended impact they will have for the pupil.
ESFA	Education and Skills Funding Agency	An agency sponsored by the Department for Education with accountability for funding education and skills training for children, young people and adults.
FGM	Female genital mutilation	All procedures involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
UK GDPR	UK General Data Protection Regulation	Legislative provision designed to strengthen the safety and security of all data held within an organisation and ensure that procedures relating to personal data are fair and consistent.
HBA	'Honour-based' abuse	So-called 'honour-based' abuse involves crimes that have been committed to defend the honour of the family and/or community.
HMCTS	HM Courts and Tribunals Service	HM Courts and Tribunals Service is responsible for the administration of criminal, civil and family courts and tribunals in England and Wales. HMCTS is an executive agency, sponsored by the Ministry of Justice.
IICSA	Independent Inquiry into Child Sexual Abuse	The Independent Inquiry into Child Sexual Abuse is analysing case files from the Disclosure and Barring Service to learn more about the behaviours of perpetrators who have sexually abused children in institutions, and to understand institutional responses to these behaviours.
KCSIE	Keeping children safe in education	Statutory guidance setting out schools and colleges' duties to safeguard and promote the welfare of children.
LA	Local authority	A local government agency responsible for the provision of a range of services in a specified local area, including education.
LAC	Looked-after children	Children who have been placed in local authority care or where children's services have looked after children for more than a period of 24 hours.
LGBTQ+	Lesbian, gay, bisexual, transgender and queer plus	Term relating to a community of people, protected by the Equality Act 2010, who identify as lesbian, gay, bisexual or transgender, or other protected sexual or gender identities.
MAT	Multi-academy trust	A trust established to undertake strategic collaboration and provide education across a number of schools

NPCC	The National Police Chiefs' Council	The National Police Chiefs' Council is a national coordination body for law enforcement in the United Kingdom and the representative body for British police chief officers.
PLAC	Previously looked-after children	Children who were previously in local authority care or were looked after by children's services for more than a period of 24 hours. PLAC are also known as care leavers.
PSHE	Personal, social and health education	A non-statutory subject in which pupils learn about themselves, other people, rights, responsibilities and relationships.
RSHE	Relationships, sex and health education	A compulsory subject from Year 7 for all pupils. Includes the teaching of sexual health, reproduction and sexuality, as well as promoting positive relationships.
SCR	Single central record	A statutory secure record of recruitment and identity checks for all permanent and temporary staff, proprietors, contractors, external coaches and instructors, and volunteers who attend the school in a non-visitor capacity.
SENCO	Special educational needs coordinator	A statutory role within all schools maintaining oversight and coordinating the implementation of the school's special educational needs policy and provision of education to pupils with special educational needs.
SLT	Senior leadership team	Staff members who have been delegated leadership responsibilities in a school.
TRA	Teaching Regulation Agency	An executive agency of the DfE with responsibility for the regulation of the teaching profession.
VSH	Virtual school head	Virtual school heads are in charge of promoting the educational achievement of all the children looked after by the local authority they work for, and all children who currently have, or previously had, a social worker.

1.0	KEY CONTACTS
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Key Contacts:	
Designated Safeguarding Lead (DSL):	Meg Palmer
Designated Safeguarding Deputies:	Isabel Robson Anastasia O’Donoghue Becky Colley Georgie Munday Simon Humphries
Lead Governor for Child Protection:	Rebecca Dunne
West Sussex Multi-Agency Integrated Front Door (Formerly MASH):	<p>Email: WSChildrenservices@westsussex.gov.uk Urgent Referrals should be telephoned into IFD on 01403 229900. (Out of Hours – 0330 222 6664)</p> <p>If you believe a child is in immediate danger you must call the police on 999.</p> <p>Referrals to IFD should be made on the following web-based forms which can be accessed here: Adults - https://www.westsussex.gov.uk/raiseaconcernaboutanadult Children’s - https://www.westsussex.gov.uk/education-children-and-families/keeping-children-safe/raise-a-concern-about-a-child/</p>
Local Authority Designated Officer (LADO):	<p>Miriam WILLIAMS Donna TOMLINSON Assistant LADO: Sally ARBUCKLE LADO@westsussex.gov.uk 0330 222 6450 (Mon – Fri 9.00am – 5.00pm)</p>
Safeguarding in Education Team	<p>03302 224030 Safeguarding.education@westsussex.gov.uk</p>

2.0	INTRODUCTION
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1. Safeguarding children and child protection applies to all children up to the age of 18.
2. Safeguarding is the action taken to promote the welfare of children and protect them from harm.
3. 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.
4. 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.
5. Safeguarding children is everyone's responsibility. Everyone who meets children and families has a role to play.
6. 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.
7. 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.
8. 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

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 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.

Hérons Dale Primary School will:

1. Have safeguarding at the heart of everything we do.
2. We will maximise opportunities to hear the voice of all of our children and young people and do all we can to understand their lived experience
3. Maximise opportunities to teach our children / young people how to keep safe both in the real and virtual world.
4. Support the child's development in ways that will foster security, confidence and independence;
5. Provide an environment in which children and young people feel safe, secure, valued, respected, feel confident.
6. Recognise where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. We also recognise it is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education
7. Ensure that ALL of our children / young people know a member of staff they can talk to if they are worried about something.
8. 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.
9. Make sure all of our staff, including volunteers knows how to contact child protection agencies should they need to.
10. 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;
11. Emphasise the need for good levels of communication between all members of staff and between the school and other agencies;
12. 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;
13. Create effective safeguarding training for all staff members which happens regularly throughout the year, in conjunction with feedback from all staff
14. Develop and promote effective working relationships with other agencies, especially the Police and Children's Social Care; including Integrated Prevention & Early Help.

15. 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 2022.
16. Have in place, other, up to date policies which support safeguarding. (Please see Annex 1 for a list of such policies.)
17. 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
18. Whether in respect of child-on-child abuse or any other safeguarding situation, ALL of OUR STAFF will reassure the young person who reports any concerns, that they will be taken seriously and kept safe.
19. OUR STAFF WILL NEVER give a young person the impression they are creating a problem by reporting abuse, sexual violence or sexual harassment nor should a young person ever be made to feel ashamed for making a report.

Voice of the Child – Working together to Safeguard children 2018

Our school recognises the findings in Working Together to Safeguard Children 2018, 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.

4.0	THE STATUTORY FRAMEWORK
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The school will act in accordance with the following;
Government legislation and guidance:

Legislation

1. · Children Act 1989
2. · Children Act 2004
3. · Safeguarding Vulnerable Groups Act 2006
4. · The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended)
5. · Sexual Offences Act 2003
6. · Female Genital Mutilation Act 2003 (as inserted by the Serious Crime Act 2015)
7. · Apprenticeships, Children and Learning Act 2009
8. · Equality Act 2010
9. · Counter-Terrorism and Security Act 2015
10. · The UK General Data Protection Regulation (UK GDPR)
11. · Data Protection Act 2018
12. · The Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018
13. · Voyeurism (Offences) Act 2019
14. · Domestic Abuse Act 2021

Statutory guidance

15. · DfE (2015) 'The Prevent duty'
16. · DfE (2018) 'Working Together to Safeguard Children'
17. · DfE (2018) 'Disqualification under the Childcare Act 2006'
18. · DfE (2022) 'Keeping children safe in education 2022'
19. · HM Government (2020) 'Multi-agency statutory guidance on female genital mutilation'
20. · HM Government (2021) 'Channel Duty Guidance: Protecting people vulnerable to being drawn into terrorism'
21. · Home Office and Foreign, Commonwealth and Development Office (2022) 'Multi-agency statutory guidance for dealing with forced marriage and Multi-agency practice guidelines: Handling cases of forced marriage'

Our school will:

1. As a general principle, all matters relating to child protection are confidential and should only be shared on a 'need-to-know' basis.
2. The Head teacher or Designated Safeguarding Lead (DSL) or Designated safeguarding deputy (DSD) 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
3. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
4. 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.
5. 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 Integrated Front Door.
6. KCSiE 2022 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 supported by the DSD's.
7. KCSiE 2022 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.
8. 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.

6.1: 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.

6.2: All staff have a responsibility to:

- Consider, at all times, what is in the best interests of the pupil.
- Maintain an attitude of 'it could happen here' where safeguarding is concerned.
- Provide a safe environment in which pupils can learn.
- Be prepared to identify pupils who may benefit from early help.
- Be aware of the school's systems which support safeguarding, including any policies, procedures, information and training provided upon induction.
- Be aware of the role and identity of the DSL and deputy DSLs.
- Undertake safeguarding training, including online safety training, during their induction – this will be regularly updated.
- Receive and understand child protection and safeguarding (including online safety) updates, e.g. via email, as required, and at least annually.
- Be aware of the local early help process and understand their role in it.
- Be aware of, and understand, the process for making referrals to CSCS, as well as for making statutory assessments under the Children Act 1989 and their role in these assessments.
- Make a referral to CSCS and/or the police immediately, if at any point there is a risk of immediate serious harm to a child.
- Support social workers in making decisions about individual children, in collaboration with the DSL or DSD.
- Be aware of and understand the procedure to follow in the event that a child confides they are being abused, exploited or neglected.
- Be aware that a pupil may not feel ready or know how to tell someone that they are being abused, exploited or neglected, and/or may not recognise their experiences as harmful.
- Maintain appropriate levels of confidentiality when dealing with individual cases.

- Reassure victims that they are being taken seriously, that they will be supported, and that they will be kept safe.
- Speak to the DSL or a DSD if they are unsure about how to handle safeguarding matters.
- Be aware of safeguarding issues that can put pupils at risk of harm.
- Be aware of behaviours that could potentially be a sign that a pupil may be at risk of harm

Teachers, including the head teacher, have a responsibility to:

- Safeguard pupils' wellbeing and maintain public trust in the teaching profession as part of their professional duties, as outlined in the 'Teachers' Standards'.

6.3 Responsibilities of the Governing Body

The nominated governor for child protection in this school is:

Name: Rebecca Dunne

The governing board has a duty to:

- Take strategic leadership responsibility for the school's safeguarding arrangements.
- Ensure that the school complies with its duties under the above child protection and safeguarding legislation.
- Guarantee that the policies, procedures and training opportunities in the school are effective and comply with the law at all times.
- Guarantee that the school contributes to multi-agency working in line with the statutory guidance 'Working Together to Safeguard Children'.
- Confirm that the school's safeguarding arrangements take into account the procedures and practices of the LA as part of the inter-agency safeguarding procedures.
- Understand the local criteria for action and the local protocol for assessment, and ensure these are reflected in the school's policies and procedures.
- Comply with its obligations under section 14B of the Children Act 2004 to supply the local safeguarding arrangements with information to fulfil its functions.
- Ensure that staff working directly with children read at least Part one of KCSIE.
- Ensure that staff who do not work directly with children read either Part one or Annex A of KCSIE. NB: Individual schools assess which guidance will be most effective for their staff to safeguard and promote the welfare of children.
- Ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities in regard to safeguarding children.

- Ensure a senior board level lead takes leadership responsibility for safeguarding arrangements.
- Appoint a member of staff from the SLT to the role of DSL as an explicit part of the role-holder's job description.
- Appoint one or more deputy DSLs to provide support to the DSL, and ensure that they are trained to the same standard as the DSL and that the role is explicit in their job descriptions.
- Facilitate a whole-school approach to safeguarding; this includes ensuring that safeguarding and child protection are at the forefront and underpin all relevant aspects of process and policy development.
- Where there is a safeguarding concern, ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- Ensure systems are in place, children to confidently report abuse, knowing that their concerns will be treated seriously, and they can safely express their views and give feedback; these systems will be well-promoted, easily understood, and easily accessible.
- Ensure that staff have due regard to relevant data protection principles that allow them to share and withhold personal information.
- Ensure that a member of the governing board is nominated to liaise with the LA and/or partner agencies on issues of child protection and in the event of allegations of abuse made against the head teacher or another governor.
- Guarantee that there are effective and appropriate policies and procedures in place.
- Ensure all relevant persons are aware of the school's local safeguarding arrangements, including the governing board itself, the SLT and DSL.
- Make sure that pupils are taught about safeguarding, including protection against dangers online (including when they are online at home), through teaching and learning opportunities, as part of providing a broad and balanced curriculum.
- Adhere to statutory responsibilities by conducting pre-employment checks on staff who work with children, taking proportionate decisions on whether to ask for any checks beyond what is required.
- Ensure that staff are appropriately trained to support pupils to be themselves at school, e.g. if they are LGBTQ+.
- Ensure the school has clear systems and processes in place for identifying possible mental health problems in pupils, including clear routes to escalate concerns and clear referral and accountability systems.
- Guarantee that volunteers are appropriately supervised.

- Make sure that at least one person on any appointment panel has undertaken safer recruitment training.
- Ensure that all staff receive safeguarding and child protection training updates, e.g. emails, as required, but at least annually.
- [New] Ensure that all governors receive appropriate safeguarding and child protection training upon their induction and that this training is updated regularly.
- Certify that there are procedures in place to handle allegations against staff, supply staff, volunteers and contractors.
- Confirm that there are procedures in place to make a referral to the DBS and the Teaching Regulation Agency (TRA), where appropriate, if a person in regulated activity has been dismissed or removed due to safeguarding concerns or would have been had they not resigned.
- Guarantee that there are procedures in place to handle pupils' allegations against other pupils.
- Ensure that appropriate disciplinary procedures are in place, as well as policies pertaining to the behaviour of pupils and staff.
- Ensure that procedures are in place to eliminate unlawful discrimination, harassment and victimisation, including those in relation to child-on-child abuse.
- Guarantee that there are systems in place for pupils to express their views and give feedback.
- Establish an early help procedure and ensure all staff understand the procedure and their role in it.
- Appoint a designated teacher to promote the educational achievement of LAC and ensure that this person has undergone appropriate training.
- Ensure that the designated teacher works with the VSH to discuss how the pupil premium funding can best be used to support LAC.
- Introduce mechanisms to assist staff in understanding and discharging their roles and responsibilities.
- Make sure that staff members have the skills, knowledge and understanding necessary to keep LAC safe, particularly with regard to the pupil's legal status, contact details and care arrangements.
- Put in place appropriate safeguarding responses for pupils who go missing from school, particularly on repeat occasions, to help identify any risk of abuse, neglect or exploitation, and prevent the risk of their disappearance in future.

- Ensure that all members of the governing board have been subject to an enhanced DBS check.
- Create a culture where staff are confident to challenge senior leaders over any safeguarding concerns.
- Be aware of their obligations under the Human Rights Act 1998, the Equality Act 2010 (including the Public Sector Equality Duty), Data Protection Act 2018, the UK GDPR and the local multi-agency safeguarding arrangements.

6.4 We are aware of the statutory responsibilities placed on governing bodies and proprietors which include;

Policies

1. Making sure that the safeguarding policies & procedures in the school are effective and always comply with the law. 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.
2. We will make sure the child protection policy;
 - Reflects the whole school/college approach to peer-on-peer abuse reflects reporting systems
 - Describes procedures which are in accordance with government guidance
 - Refers to locally agreed multi-agency safeguarding arrangements put in place by the safeguarding partners;
 - Includes policies as reflected elsewhere in Part two of KCSiE 2022 where appropriate, reflects serious violence.
 - Is reviewed annually (as a minimum) and updated if needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt.

6.5 Safer Recruiting

1. As a Governing Body, 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.
2. Our school WILL follow the procedures set out in Part 3: Safer Recruitment. Keeping Children Safe in Education, September 2022. 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.

6.6 Single Central Record

1. We will ensure that our school maintains a single central record in line with Keeping Children Safe in Education 2022.
2. All staff are however reminded that they must bring to the attention of the Head teacher any material change in circumstances or other information of relevance
3. 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.

4. 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.
5. 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.
6. 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.
7. 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.

6.7 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.

6.8 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 2022.
- A referral to the DBS must be made, if the criteria are met
- We also recognise we must also consider whether a referral to the Secretary of State, through a referral to the Teacher Regulation Authority <https://www.gov.uk/guidance/teacher-misconduct-referring-a-caset> as 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 Governing Body 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.

6.9 Consideration of referral to the Secretary of State

1. We recognise that in any case concerning the dismissal or where we cease to use the services of a teacher because of serious misconduct or might have dismissed them or ceased to use their services had they not left first, we must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency). Details about how to make a referral to the Teaching Regulation Agency can be found on <https://www.gov.uk/guidance/teacher-misconduct-referring-a-case>
2. We will take advice from Human Resources/Legal Services where necessary

6.10 Ongoing Vigilance

1. We recognise that as governing bodies we should ensure we have processes in place for continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour.
2. To support this, it is important that school and college leaders create the right culture and environment so that staff feel comfortable to discuss matters both within, and where it is appropriate, outside of the workplace, which may have implications for the safeguarding of children. This can assist employers to support staff, where there is a need, and help them manage children's safety and welfare, potentially providing them with information that will help them consider whether there are further measures or changes to procedures that need to be put in place to safeguard children in their care.

6.11 Existing Staff

1. There are limited circumstances where schools and colleges will need to carry out new checks on existing staff. These are when:
 - a. an individual working at the school or college moves from a post that was not regulated activity with children into work which is considered to be regulated activity with children. In such circumstances, the relevant checks for that regulated activity must be carried out;
 - b. there has been a break in service of 12 weeks or more; or
 - c. there are concerns about an individual's suitability to work with children.

6.12 Use of School Premises for non-school activities

1. We recognise that the hire or rent out of school or college facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) we as a governing body should ensure that appropriate arrangements are in place to keep children safe.
2. When services or activities are provided by the governing body or proprietor, under the direct supervision or management of their school or college staff, our normal arrangements for child protection will apply. However, where services or activities are provided separately by another body this is not necessarily the case. The governing body or proprietor should therefore seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the school or college on these matters where appropriate. We as a governing body recognise we should also ensure safeguarding requirements are included in any transfer of control agreement (i.e., lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

6.13 Governors and Commissioners of Alternative Provision

1. The cohort of pupils in Alternative Provision often have complex needs, it is important that governing bodies and proprietors of these settings are aware of the additional risk of harm that their pupils may be vulnerable to.
2. The Department has issued two pieces of statutory guidance to which commissioners of Alternative Provision should have regard:
 - i. DfE Statutory Guidance <https://www.gov.uk/government/publications/alternative-provision>
 - ii. Education for children with health needs who cannot attend school - DfE Statutory Guidance <https://www.gov.uk/government/publications/education-for-children-with-health-needs-who-cannot-attend-school>

6.14 Professional Disagreements & Concerns

1. 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 should it be necessary to escalate concerns to the safeguarding children partnership. <https://www.westsussexscp.org.uk/professionals/professional-disagreements-and-concerns>

6.15 New West Sussex Safeguarding Children Partnership

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.

7.0	RESPONSIBILITIES OF THE DESIGNATED SAFEGUARDING LEAD
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7.1 In this school, any individual can contact the designated safeguarding lead if they have concerns about a child.

The **Designated Safeguarding Lead (DSL)** in this school is: **Meg Palmer**

The **Deputy Safeguarding Leads (DSD)** in this school are:

Isabel Robson

Anastasia O'Donoghue

Becky Colley

Georgina Taylor

Simon Humphries

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.

We recognise Keeping Children Safe in Education (KCSiE) 2022, Annex C, 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.

7.2 The Safeguarding Lead will.

The designated safeguarding lead is expected to;

- Take lead responsibility for safeguarding and child protection, including online safety. To ensure online safety is responded to in a swift manner a nominated DSD coordinates responses, checked by DSL.
- Provide advice and support to other staff on child welfare, safeguarding and child protection matters.
- Take part in strategy discussions and inter-agency meetings, and/or support other staff to do so.
- Contribute to the assessment of children, and/or support other staff to do so.
- During term time, be available during school hours for staff to discuss any safeguarding concerns. NB: Individual schools, working with the DSL, define what "available" means and

whether, in exceptional circumstances, availability via phone, video call, or other media is an acceptable substitution for in-person availability.

- Arrange, alongside the school, adequate and appropriate cover for any activities outside of school hours or terms.

- **Refer cases:**

To CSCS where abuse and neglect are suspected, and support staff who make referrals to CSCS.

To the Channel programme where radicalisation concerns arise, and support staff who make referrals to the Channel programme.

To the DBS where a person is dismissed or has left due to harm, or risk of harm, to a child.

To the police where a crime may have been committed, in line with the National Police Chiefs' Council (NPCC) guidance.

- Act as a source of support, advice and expertise for all staff.

- Act as a point of contact with the safeguarding partners.

- Liaise with the head teacher to inform them of issues, especially regarding ongoing enquiries under section 47 of the Children Act 1989 and police investigations.

- Liaise with the deputy DSLs to ensure effective safeguarding outcomes.

- Liaise with the case manager and the LA designated officers (LADOs) for child protection concerns in cases concerning staff.

- Liaise with staff on matters of safety, safeguarding and welfare, including online and digital safety.

- Liaise with staff when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically.

- Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health.

- Promote supportive engagement with parents in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances.

- Work with the head teacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on their attendance, engagement and achievement at school. This includes:

- ensuring that the school knows which pupils have or had a social worker.

-understanding the academic progress and attainment of these pupils.

-maintaining a culture of high aspirations for these pupils.

-supporting teachers to provide additional academic support or reasonable adjustments to help these pupils reach their potential.

-helping to promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues these pupils are experiencing with teachers and the SLT.

· Ensure that child protection files are kept up-to-date and only accessed by those who need to do so.

· Ensure that a pupil's child protection file is transferred as soon as possible, and within five days, when transferring to a new school, and consider any additional information that should be shared.

· Ensure each member of staff has access to and understands the school's Child Protection and Safeguarding Policy and procedures – this will be discussed during the staff induction process.

· Work with the governing board to ensure the school's Child Protection and Safeguarding Policy is reviewed annually, and the procedures are updated and reviewed regularly.

· Ensure the school's Child Protection and Safeguarding Policy is available publicly, and parents are aware that the school may make referrals for suspected cases of abuse or neglect, as well as the role the school plays in these referrals.

· Link with safeguarding partner arrangements to make sure that staff are aware of the training opportunities available and the latest local policies on safeguarding.

· Undergo training, and update this training at least every two years.

· Obtain access to resources and attend any relevant or refresher training courses.

· Encourage a culture of listening to children and taking account of their wishes and feelings; this includes understanding the difficulties pupils may have in approaching staff about their circumstances and considering how to build trusted relationships that facilitate communication.

· Support and advise staff and help them feel confident on welfare, safeguarding and child protection matters: specifically, to ensure that staff are supported during the referrals processes; and to support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

· Understand the importance of information sharing, including within school, with other schools, and with the safeguarding partners, other agencies, organisations and practitioners.

· Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK GDPR.

· Keep detailed, accurate, secure written records of concerns and referrals, and understand the purpose of this record-keeping.

The designated teacher has a responsibility for promoting the educational achievement of LAC and PLAC, and for children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

7.3 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.

7.4 Designated Safeguarding Lead – continued responsibilities and designated time

1. The DSL should be afforded time to allow them to understand and keep up with any developments relevant to their role so they:
attend 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](#).
Maintain 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;
2. 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.
3. 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;
4. Obtain access to resources and attend any relevant or refresher training courses; and

5. 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.
6. Understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners.
7. Ensure that where 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.
8. 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.
9. 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.
10. Monitor the use of part time timetables in accordance with the 'Part Time Timetable Guidance' issued by WSCC Pupil Entitlement Team.
11. 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
12. 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.
13. 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.
14. 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.
15. Be responsible for making the senior leadership team aware of trends in behaviour that may affect child welfare.
16. Liaising with relevant curriculum leads in setting to ensure safeguarding is considered within all aspects of the curriculum.

7.5 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 refer to the West Sussex Safeguarding Partnership Continuum of Need/Threshold Guidance² and decide whether the concerns should be referred to the Integrated Front Door (IFD). If there are grounds to indicate the child has or is likely to suffer actual or suspected significant harm then a referral will be made to the IFD using the relevant online form³. Where concerns are

² West Sussex Safeguarding Partnership Continuum of Need / Threshold Guidance found <https://www.westsussexscp.org.uk/professionals/working-together/west-sussex-continuum-of-need-threshold-guidance>

³ <https://www.westsussex.gov.uk/education-children-and-families/keeping-children-safe/raise-a-concern-about-a-child/>

urgent, complex or where it is unclear whether a referral should be made, the Designated Safeguarding Lead should contact the IFD by telephone for advice on 01403 229900, or out of hours on 0330 222 6664.

- If it is decided to make a referral to the IFD 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 IFD 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 IFD before INFORMING the PARENT / CARER.**
- 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.
- Where IFD have been contacted for advice and indicate a referral should be made, the Designated Safeguarding Lead will ensure the correct online forms at point 1 in this section above are completed immediately.
- The school child protection records must reflect who was spoken to at IFD along with 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 IFD and will clearly indicate what next steps the school is taking to resolve the disagreement.

8.1 Information Sharing

- Our school will comply with the information sharing aspects of KCSiE 2022
- Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools and colleges have clear powers to share, hold and use information for these purposes.
- As part of meeting a child's needs, it is important for governing bodies and proprietors to recognise the importance of information sharing between practitioners and local agencies. This should include ensuring arrangements are in place that set out clearly the processes and principles for sharing information within the school or college and with children's social care, the safeguarding partners, other organisations, agencies, and practitioners as required.
- School and college staff 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 the local authority children's social care.
- It is important that governing bodies and proprietors are aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.
- Governing bodies and proprietors should ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the UK GDPR. This includes:
 - a) Being confident of the processing conditions 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'.
 - b) Understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner, but it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.
 - c) For schools, not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the UK GDPR. Where in doubt schools should seek independent legal advice.
- The Data Protection Act 2018 and UK 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 safeguard and promote the welfare and protect the safety of children.

- Further details on information sharing can be found⁴:
 - in Chapter one of Working Together to Safeguard Children, which includes a myth-busting guide to information sharing
 - Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers. The seven golden rules for sharing information will be especially useful
 - The Information Commissioner's Office (ICO), which includes ICO UK GDPR FAQs and guidance from the department
 - Data protection: toolkit for schools - Guidance to support schools with data protection activity, including compliance with the UK GDPR.
- If in doubt whether to share information we will take advice from IFD. Further advice on the seven golden rules for sharing information for staff can be found in the following document, *Advice for practitioners providing safeguarding services to children, young people, parents and carers and guidance*, which can be accessed https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf
- 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

⁴ <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

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.
- The school recognises the importance of proactive information sharing between professionals and local agencies in order to effectively meet pupils' needs and identify any need for early help.
- Considering the above, staff will be aware that whilst the UK GDPR and the Data Protection Act 2018 place a duty on schools to process personal information fairly and lawfully, they also allow for information to be stored and shared for safeguarding purposes – data protection regulations do not act as a barrier to sharing information where failure to do so would result in the pupil being placed at risk of harm.
- Staff members will ensure that fear of sharing information does not stand in the way of their responsibility to promote the welfare and safety of pupils. If staff members are in doubt about sharing information, they will speak to the DSL or deputy DSLs.

8.2 Multi-agency working

The school contributes to multi-agency working as part of its statutory duty. The school is aware of and will follow the local safeguarding arrangements.

The school will be fully engaged, involved, and included in local safeguarding arrangements. Once the school is named as a relevant agency by local safeguarding partners, it will follow its statutory duty to cooperate with the published arrangements in the same way as other relevant agencies. The school will act in accordance with the safeguarding arrangements.

The school will work with CSCS, the police, health services and other services to protect the welfare of its pupils, through the early help process and by contributing to multi-agency plans to provide additional support.

Where a need for early help is identified, the school will allow access for CSCS from the host LA and, where appropriate, a placing LA, for that LA to conduct (or consider whether to conduct) a section 17 or 47 assessment.

The school also recognises the particular importance of inter-agency working in identifying and preventing CSE.

8.3 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 by contacting MASH the police or the NSPCC.

8.4 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 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 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 into anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
 - is frequently missing/goes missing from care or from home or from school;
 - 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.

8.5 Allocated Early Help Worker

- All West Sussex schools and colleges have an allocated early help worker, available via the local Integrated Prevention and Earliest Help (IPEH) hub.
- Our school 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.

8.6 Early Help Consultations with our Early Help Worker

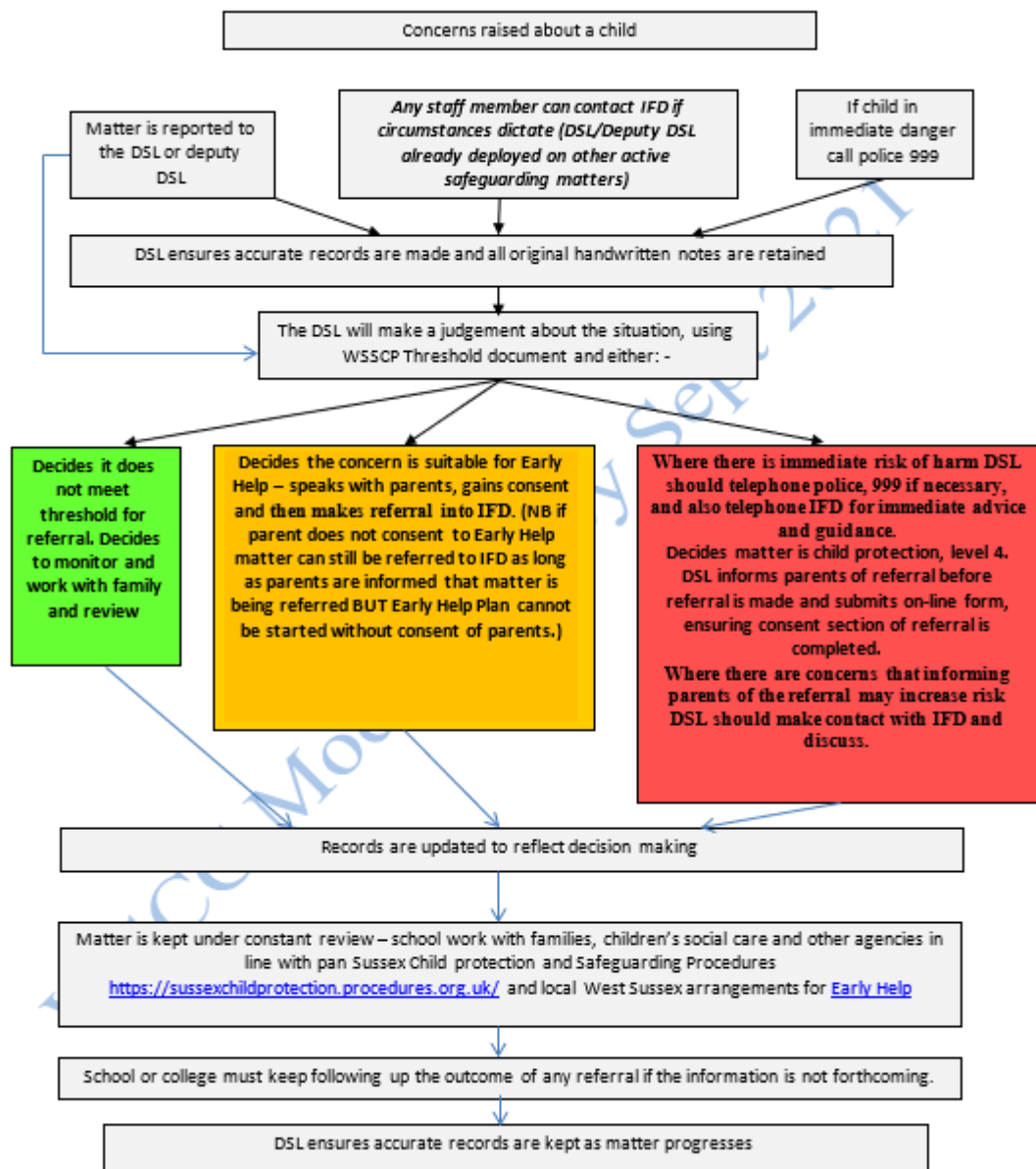
- The named early help worker can be contacted via the local Early Help hub.
- Our school will engage with the early help worker to:
 - Build relationships and foster regular discussion between Early Help and schools, colleges and specialist provision.
 - Share key messages and developments within the 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 IFD.
 - 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.

8.7 West Sussex Safeguarding Children Partnership Continuum of need

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

We will use the below flow chart to support and inform our decisions.



8.8 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)

West Sussex County Council Designated Officer Service: Guidance & Information

Full guidance, is found here <https://www.westsussexscp.org.uk/professionals/professional-disagreements-and-concerns/ladoinformation> regarding the Designated Officer Service can be found on the West Sussex Safeguarding Children Partnership (WSSCP) ⁵



9 ALLEGATIONS OF ABUSE AGAINST STAFF

9.1 Those who may pose a risk of harm to children and young people

All allegations against staff, supply staff, volunteers and contractors will be managed in line with the school's Allegations of Abuse against Staff Policy, a copy of which will be provided to, and understood by, all staff. The school will ensure all allegations against staff, including those who are not employees of the school, are dealt with appropriately and that the school liaises with the relevant parties.

When managing allegations against staff, the school will recognise the distinction between allegations that meet the harms threshold and allegations that do not, also known as "low-level concerns", as defined in the Allegations of Abuse against Staff Policy. Allegations that meet the harms threshold include instances where staff have:

- Behaved in a way that has harmed a child, or may have harmed a child.
- Committed or possibly committed a criminal offence against or related to a child.
- Behaved towards a child in a way that indicates they may pose a risk of harm to children.
- Behaved, or may have behaved, in a way that indicates they may not be suitable to work with children.

⁵ WSSCP can be found [HERE](#)

Low-level concerns will be handled in line with the schools' Low-level Safeguarding Concerns Policy.

9.2 The initial response to an allegation

1. Where there a child has been harmed, where there is an immediate risk of harm to a child or if the situation is an emergency, we will contact children's social care and as appropriate the police immediately.
2. We recognise there are two aspects to consider when an allegation is made:
 - a) Looking after the welfare of the child - the designated safeguarding lead is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the Integrated Front Door
 - b) Investigating and supporting the person subject to the allegation - the case manager should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.
3. When dealing with allegations, we will follow the guidance contained within <https://www.westsussexscp.org.uk/professionals/professional-disagreements-and-concerns/ladoinformation>

9.3 Informing the individual

- 1) When to inform the individual of the allegation should be considered carefully on a case-by-case basis, with guidance as required from the LADO, and if appropriate children's social care and the police

9.4 LADO /Case Manager and investigation

- 1) As a school we are familiar with Part Four of KCSiE 2022. We will follow the guidance in Part Four and guidance from LADO when considering issues such as suspension, use of independent investigator, and timeliness of any investigations.

9.5 Allegations against member of staff, including supply staff, contracted staff, volunteers, and school governors

1. 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
2. this record should be signed, dated and immediately passed on to the head teacher/principal/chair of governors
3. 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 head teacher 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.

4. If there are concerns that a child is at risk, the matter must be immediately reported to IFD.
5. 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.
6. 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 <https://sussexchildprotection.procedures.org.uk/tkyphy/children-in-specific-circumstances/allegations-against-people-who-work-with-care-for-or-volunteer-with-children>, must be followed on each occasion. If there is any doubt then advice must be taken from the LADO
7. Where an allegation is made against a supply teacher or contracted staff, whilst we recognise we are not the employer of supply teachers or contracted staff, we will ensure allegations are dealt with properly. In no circumstances will we decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome.
8. Should an allegation be made regarding a school governor we will take advice from LADO and the Local Authority Governor Services team.

9.6 Non recent allegations

1. We will refer any non-recent allegation to the LADO, irrespective of how long ago it occurred. We will also encourage the person making the allegation to report the matter to the police if a criminal offence has or could have been committed.

9.7 Supporting those involved

1. When an allegation or safeguarding concern is being investigated it is likely to be a very stressful experience for the adult subject of the investigation, and potentially for their family members. We recognise it is important, as the employer, that we offer appropriate welfare support at such a time and recognises the sensitivity of the situation. We recognise information is confidential and should not ordinarily be shared with other staff or with children or parents who are not directly involved in the investigation.
2. We recognise we have a duty of care to our employees and as such we will:
 - manage and minimise the stress caused by the allegation;
 - inform the individual as soon as possible, explaining the likely course of action, guided by the LADO, and the police where necessary;
 - advise the individual to contact their trade union representative, or a colleague for support;
 - appoint a named representative to keep the person informed about progress of the case;
 - provide access to counselling or medical advice where appropriate. (For staff in schools maintained by the local authority this may include support via the local authority's occupational health arrangements) and

- not prevent social contact with work colleagues and friends, when staff are suspended, unless there is evidence to suggest this may prejudice the gathering of evidence.

9.8 Informing parents or carers of the child involved

1. Parents / carers should be formally be told about the allegation as soon as possible. The case manager will liaise with the LADO, and where appropriate children's social care and police on what information can be disclosed.
2. As a school we will follow confidentiality and where relevant outline to any party, including parents and carers the restrictions imposed by The Education Act 2011, amended the Education Act 2002, regarding reporting restrictions. These provisions made it an offence (except in the limited circumstance expressly permitted by the legislation), for any person to publish any material that may lead to the identification of a teacher in a school who has been accused by, or on behalf of, a child from the same school (where that identification would identify the teacher as the subject of the allegation).

9.9 Allegations outcomes

1. We will follow KCSiE 2022, working in consultation with LADO and other agencies where appropriate.

9.10 Record keeping, references and learning lessons

1. We will maintain records, provide references and review the case to ensure any learning is identified and enacted

9.11 Concerns that do not meet the harm threshold

1. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for formal referral to LADO. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:
 - is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
 - does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO
2. For such cases, we will follow KCSIE 22
3. Any staff member who has a low-level concern should report those concerns to the head teacher. Where the concerns relate to the head teacher the concerns should be reported to the chair of governors.
4. We recognise that what may appear to be low level concerns can actually relate to serious / significant allegations. As such, where there is any room for doubt, we will consult with the LADO.

9.11 Low level concerns and staff behaviour policy

1. We will ensure that all staff are regularly informed of our staff behaviour policy / code of conduct and updates thereof.
2. We have a specific low level concerns policy which will be an extension of our staff behaviour policy / code of conduct.

9.12 Communication and confidentiality

All child protection and safeguarding concerns will be treated in the strictest of confidence in accordance with school data protection policies.

Where there is an allegation or incident of sexual abuse or sexual violence, the victim is entitled to anonymity by law; therefore, the school will consult its policy and agree on what information will be disclosed to staff and others, in particular the alleged perpetrator and their parents. Where a report of sexual violence or sexual harassment is progressing through the criminal justice system, the school will do all it can to protect the anonymity of the pupils involved in the case.

Concerns will only be reported to those necessary for its progression and reports will only be shared amongst staff members and with external agencies on a need-to-know basis. During the disclosure of a concern by a pupil, staff members will not promise the pupil confidentiality and will ensure that they are aware of what information will be shared, with whom and why.

Where it is in the public interest, and protects pupils from harm, information can be lawfully shared without the victim's consent, e.g. if doing so would assist the prevention, detection or prosecution of a serious crime. Before doing so, the DSL will weigh the victim's wishes against their duty to protect the victim and others. Where a referral is made against the victim's wishes, it is done so carefully with the reasons for the referral explained to the victim and specialist support offered.

Depending on the nature of a concern, the DSL will discuss the concern with the parents of the pupils involved. Discussions with parents will not take place where they could potentially put a pupil at risk of harm. Discussion with the victim's parents will relate to the arrangements being put in place to safeguard the victim, with the aim of understanding their wishes in terms of support arrangements and the progression of the report. Discussion with the alleged perpetrator's parents will have regards to the arrangements that will impact their child, such as moving classes, with the reasons behind decisions being explained and the available support discussed. External agencies will be invited to these discussions where necessary.

Where confidentiality or anonymity has been breached, the school will implement the appropriate disciplinary procedures as necessary and will analyse how damage can be minimised and future breaches be prevented.

Where a pupil is leaving the school, the DSL will consider whether it is appropriate to share any information with the pupil's new provider, in addition to the child protection file, that

will allow the new provider to support the pupil and arrange appropriate support for their arrival.

10.0	SCHOOL COMPLAINTS
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- 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

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

- 1 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.
- 2 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.
- 3 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

10.1 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](https://www.proceduresonline.com/westsussex/cs/p_whistleblowing.html#how-to-raise-concern). https://www.proceduresonline.com/westsussex/cs/p_whistleblowing.html#how-to-raise-concern
- Further assistance for staff to raise concerns can be accessed by calling the NSPCC whistleblowing helpline on 0800 028 0285. <https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line/>

11.1 Looked after children or previously looked after children

Children most commonly become 'looked after' because of abuse and/or neglect. Because of this, they can be at potentially greater risk in relation to safeguarding. PLAC, also known as care leavers, can also remain vulnerable after leaving care.

The governing board will ensure that staff have the skills, knowledge and understanding to keep LAC and PLAC safe. This includes ensuring that the appropriate staff have the information they need, such as:

- Looked after legal status, i.e. whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order.
- Contact arrangements with parents or those with parental responsibility.
- Care arrangements and the levels of authority delegated to the carer by the authority looking after the pupil.

The DSL will be provided with the necessary details of pupils' social workers and the VSH, and, for PLAC, personal advisers.

Further details of safeguarding procedures for LAC and PLAC are outlined in the school's LAC Policy.

11.2 Designated Teacher for Looked After Children

1. We recognise as the governing body, must appoint a designated teacher for Children Looked After and should work with local authorities to promote the educational achievement of registered pupils who are looked after. With the commencement of sections 4 to 6 of the Children and Social Work Act 2017, we recognise designated teachers have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. The designated teacher must have appropriate training and the relevant qualifications and experience.
2. The designated teacher for looked after children in our school is **Meg Palmer**
3. 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 <https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>
4. 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.
5. We recognise that the virtual school head, following the commencement of sections 4 to 6 of the Children and Social Work Act 2017, virtual school heads have responsibilities towards children who have left care through adoption, special

guardianship, or child arrangement orders or who were adopted from state care outside England or Wales.

6. 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.
7. 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.

11.3 Pupils with SEND

Hérons Dale is a special school setting and all children have an EHCP.

When managing safeguarding in relation to pupils with SEND, staff will be aware of the following:

- Certain indicators of abuse, such as behaviour, mood and injury, may relate to the pupil's disability without further exploration; however, it should never be assumed that a pupil's indicators relate only to their disability
- Pupils with SEND can be disproportionately impacted by issues such as bullying, without outwardly showing any signs
- Communication barriers may exist, as well as difficulties in overcoming these barriers

When reporting concerns or making referrals for pupils with SEND, the above factors will always be taken into consideration. When managing a safeguarding issue relating to a pupil with SEND, the DSL will liaise with the school's SENCO, as well as the pupil's parents where appropriate, to ensure that the pupil's needs are met effectively.

11.4 LGBTQ+ Pupils

The fact that a pupil may be LGBTQ+ is not in itself an inherent risk factor for harm; however, staff will be aware that LGBTQ+ pupils can be targeted by other individuals. Staff will also be aware that, in some cases, a pupil who is perceived by others to be LGBTQ+ (whether they are or not) can be just as vulnerable as pupils who identify as LGBTQ+.

Staff will also be aware that the risks to these pupils can be compounded when they do not have a trusted adult with whom they can speak openly with. Staff will endeavour to reduce the additional barriers faced by these pupils and provide a safe space for them to speak out and share any concerns they have.

11.5 Pupils who need social workers

Pupils may need social workers due to safeguarding or welfare needs. These needs can leave pupils vulnerable to further harm and educational disadvantage.

As a matter of routine, the DSL will hold and use information from the LA about whether a pupil has a social worker in order to make decisions in the best interests of the pupil's safety, welfare, and educational outcomes.

Where a pupil needs a social worker, this will inform decisions about safeguarding, e.g. responding to unauthorised absence, and promoting welfare, e.g. considering the provision of pastoral or academic support.

11.6 Home-educated children

Parents may choose elective home education (EHE) for their children. In some cases, EHE can mean that children are less visible to the services needed to safeguard and support them.

In line with the Education (Pupil Registration) (England) Regulations 2006, the school will inform the LA of all deletions from the admissions register when a pupil is taken off roll.

Where a parent has expressed their intention to remove a pupil from school for EHE, the school, in collaboration with the LA and other key professionals, will coordinate a meeting with the parent, where possible, before the final decision has been made, particularly if the pupil has SEND, is vulnerable, and/or has a social worker

11.7 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 Senior Mental Health lead and that is Meg Palmer

1. 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.
2. 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.
3. We are aware of recent government publications:
 - Preventing and tackling bullying
https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

- Mental health and behaviour in schools
<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2> and
- Promoting children and young people's emotional health and wellbeing
<https://www.gov.uk/government/publications/promoting-children-and-young-peoples-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](#)
- 4. Our staff are aware of the West Sussex Community Mental Health Liaison Service <https://www.sussexpartnership.nhs.uk/west-sussex-cmhl-service> 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.
- 5. We are aware that we can obtain advice and support from School Nursing Service [\https://www.sussexcommunity.nhs.uk/downloads/services/west-sussex-school-nursing/west-sussex-school-nursing-leaflet.pdf](https://www.sussexcommunity.nhs.uk/downloads/services/west-sussex-school-nursing/west-sussex-school-nursing-leaflet.pdf)
- 6. We are also aware of the resources available to our school from the Mentally Healthy Schools website <https://www.mentallyhealthyschools.org.uk/>
- 7. For our pupils aged 11-19 we are aware of the Chat Health text service <https://www.sussexcommunity.nhs.uk/services/chathealth-text-messaging-service/108923> and YES Youth Emotional Support Service <https://www.westsussex.gov.uk/education-children-and-families/your-space/health/emotional-wellbeing-and-mental-health/youth-emotional-support-yes-service/>
- 8. We are also aware of how we can refer a child or young person to CAMHS <https://www.westsussex.gov.uk/media/12781/camhsref.pdf>

11.8 Statutory Status: Relationship Education, Relationship & Sex Education and Health Education

We as a school acknowledge:

1. 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](#) .
2. As a governing body we recognise the importance and will ensure that our children and young people should be taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed
3. We will, as a management committee, consider what that means specifically for our school.
4. 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.
5. We have created a 4 year topic overview for each style of learner. All staff have had training on how we teach safeguarding.
6. [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.

11.9 Self Harm Guidance for Schools

9. Self-harm page accessible to all schools in West Sussex county council can be found at <https://schools.westsussex.gov.uk/Services/4720> Here you can find information, training and resource in relation to self-harm. This includes bespoke self-harm and distress tolerance sessions that can be accessed for free at any time as well as updates on new innovative projects in relation to self-harm.
10. Also available on the self-harm page is managing self-harm guidance and tool kit for schools.
11. As a school we recognise the self-harm resources are available to anyone in education, to support staff when dealing with students who self-harm or are at risk of intentionally harming themselves.
12. Our school will use this guidance to support out students and staff.

11.10 - 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.

- 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 (at chapter 23.)
- The National Police Chiefs Council (NPCC) have issued [When to call the police - Guidance for schools & colleges](https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20police%20guidance%20for%20schools%20and%20colleges.pdf) guidance for when schools and colleges should call the police in such circumstances.
<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20police%20guidance%20for%20schools%20and%20colleges.pdf>
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.

12.1 Our school recognises 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.
- Commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

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. Our online safety policy is written in conjunction with this one.

12.2 Remote learning

1. We recognise where children are being asked to learn online at home the DfE has provided advice to support schools and colleges do so safely. For any children learning remotely we will review the advice contained in the following publications and tailor that to the needs of our pupils.
 - <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak#res>
 - Safeguarding in remote education <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>
 - The NSPCC and PSHE Association also provide helpful advice: <https://learning.nspcc.org.uk/news/covid/undertaking-remote-teaching-safely>
 - PSHE - <https://www.pshe-association.org.uk/curriculum-and-resources/search-for-resources>

12.3 Filters and monitoring

As a governing body 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](#). Specific details can be found in our online safety policy.

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

12.4 Information security and access management and reviewing on-line safety

1. We recognise we are directly responsible for ensuring the appropriate level of security protection procedures are in place, in order to safeguard our systems, staff and learners. We will review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. To assist, we will use the guidance contained within <https://www.nen.gov.uk/> and <https://www.ncsc.gov.uk/section/education-skills/cyber-security-schools>
2. Our Governing Body/Proprietor understands that technology in this area evolves and changes rapidly and we will therefore keep the matter under regular review by, for example, using relevant assessment tools, [360 Safe Website](#) and [Online safety in schools Questions from the Governing Body](#) . The governors receive regular online safety reports and are invited to ask questions and challenge any information reported by the DSD responsible for collating the report.

12.5 Electronic Devices

- Some children bring in iPads and phones to support them with their journey to and from school. These are left at the front desk in the morning and then collected at home time.

12.6 Staff Online Safety 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.
- All staff will have online safety training every year.

- We offer online safety clinics for our parents half termly to support them with questions.
- We recognise KCSIE 22 contains many useful resources which we will share with our staff and parents and carers to enable them to support safer use of the internet by all.

13.0	SAFER RECRUITMENT AND SINGLE CENTRAL RECORD
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The school's full policy and procedures for safer recruitment are outlined in the Safer Recruitment Policy.

An enhanced DBS check with barred list information will be undertaken for all staff members engaged in regulated activity. A person will be considered to be in 'regulated activity' if, as a result of their work, they:

- Are responsible on a daily basis for the care or supervision of children.
- Regularly work in the school at times when children are on the premises.
- Regularly come into contact with children under 18 years of age. The DfE's DBS Workforce Guides will be consulted when determining whether a position fits the child workforce criteria.

The governing board will conduct the appropriate pre-employment checks for all prospective employees, including internal candidates and candidates who have lived or worked outside the UK.

The appropriate DBS and suitability checks will be carried out for all governors, volunteers, and contractors.

13.1 Staff suitability

All centres providing care for pupils under the age of eight must ensure that staff and volunteers working in these settings are not disqualified from doing so under the Childcare (Disqualification) and Childcare (Early Years Provision Free of Charge) (Extended Entitlement) (Amendment) Regulations 2018. A person may be disqualified if they:

- Have certain orders or other restrictions placed upon them.
- Have committed certain offences.

All staff members are required to sign the Staff Disqualification Declaration Form confirming that they are not disqualified from working in a schooling environment. A disqualified person will not be permitted to continue working at the school, unless they apply for and are granted a waiver from Ofsted. The school will provide support with this process.

13.2 Ongoing suitability

Following appointment, consideration will be given to staff and volunteers' ongoing suitability – to prevent the opportunity for harm to children or placing children at risk.

13.3 Referral to the DBS

The school will refer to the DBS anyone who has harmed a child or poses a risk of harm to a child, or if there is reason to believe the member of staff has committed an offence and has been removed from working in regulated activity. The duty will also apply in circumstances where an individual is deployed to another area of work that is not in regulated activity or they are suspended.

13.4 Single central record (SCR)

The school keeps an SCR which records all staff, including agency and third-party supply staff, and teacher trainees on salaried routes, who work at the school.

Proprietor bodies, including academies, free schools and independent schools] All members of the proprietor body are also recorded on the SCR.

The following information is recorded on the SCR:

- An identity check
- A barred list check
- An enhanced DBS check
- A prohibition from teaching check
- A check of professional qualifications, where required
- A check to determine the individual's right to work in the UK
- Additional checks for those who have lived or worked outside of the UK

For agency and third-party supply staff, the school will also record whether written confirmation from the employment business supplying the member of staff has been received which indicates that all the necessary checks have been conducted (i.e. all the same checks the school would perform on any individual working in the school or who will be providing education on the school's behalf, including through online delivery) and the date that confirmation was received.

If any checks have been conducted for volunteers, this will also be recorded on the SCR. If risk assessments are conducted to assess whether a volunteer should be subject to an enhanced DBS check, the risk assessment will be recorded.

Written confirmation that supply agencies have completed all relevant checks will also be included.

The school is free to record any other information it deems relevant.

The details of an individual will be removed from the SCR once they no longer work at the school

14.0	PRIVATE FOSTERING
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- Our school 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 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/274414/Children_Act_1989_private_fostering.pdf
- We will ensure the Pan-Sussex Child Protection and Safeguarding Procedures regarding private fostering can be found <https://sussexchildprotection.procedures.org.uk/kypho/children-in-specific-circumstances/children-living-away-from-home#s187> and will be followed where private fostering is known or believed to be taking place.

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

Our school recognises that all children and young people are vulnerable to abuse. Our school is determined that all staff and volunteers will be aware of the main categories of abuse and the signs and symptoms so they can respond quickly and effectively by informing the Designated Safeguarding Lead where there are concerns

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 developmental ability 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.

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.

15.2 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.

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

Many 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
- history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

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

1. 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
2. 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 <https://sussexchildprotection.procedures.org.uk/tkypss/children-in-specific-circumstances/fabricated-or-induced-illness-fii-and-perplexing-presentations-including-fii-by-carers>
 3. Where any school or college has concerns in this area they must speak with their school nurse in the first instance.

15.4 Emotional Abuse

1. 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.
2. 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.
3. 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.
4. 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.
5. 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.

15.5 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.

15.6 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.

15.7 Using the West Sussex Partnership Neglect Suite of Tools

1. West Sussex Safeguarding Children Partnership have developed a range of tools to assist professionals in identifying and responding to neglect.
2. 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.
3. 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.

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.

15.8 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.

16.0	SPECIFIC SAFEGUARDING CONCERNS
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16.1 Child abduction and community safety incidents

1. Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.
2. We recognise other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.
3. If we are informed about such an incident we will make contact with the police, by 999 if we believe someone is in immediate danger or a crime is being committed.
4. We recognise the benefits of working with the police and taking advice from WSCC press office if sharing concerns about specific incidents with parents.
5. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. We will consider this in our RSHE curriculum, working with partners including the police where we can to enhance the universal taught curriculum.
6. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. We will consider this within our wider RSHE curriculum. Further information is available at:
 - <http://www.actionagainstabduction.org/>
 - <https://clevernevergoes.org/>

16.2 Children in the court system**Criminal Court**

1. 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.

2. 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](#) .
3. 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.

16.3 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.

16.4 Family court

Making child arrangements via the family courts following separation can be stressful and trench 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](#)

16.5 Child Missing Education

A child going missing from a school within the trust is a potential indicator of abuse or neglect and, as such, these children are increasingly at risk of being victims of harm, exploitation or radicalisation. Staff within the trust will monitor pupils that go missing from the school, particularly on repeat occasions, and report them to their school's DSL following normal safeguarding procedures, in accordance with their school's Children Missing Education Policy. The school will inform the LA and the trust of any pupil who fails to attend regularly or has been absent without the school's permission for a continuous period of 10 school days or more.

16.6 Child abduction and community safety incidents

For the purposes of this policy, "child abduction" is defined as the unauthorised removal or retention of a child from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents and other relatives, other people known to the victim, and strangers.

The board of trustees will ensure that information about community safety incidents is shared across all schools in the trust, especially those in close geographic proximity to one another.

Joint solutions and strategies will be implemented where a community safety incident impacts pupils at more than one school within the trust.

Pupils will be provided with practical advice and lessons to ensure they can keep themselves safe outdoors.

16.7 Modern slavery

For the purposes of this policy, “modern slavery” encompasses human trafficking and slavery, servitude, and forced or compulsory labour. This can include CCE, CSE, and other forms of exploitation.

All staff within the trust will be aware of and alert to the signs that a pupil may be the victim of modern slavery. Staff will also be aware of the support available to victims of modern slavery and how to refer them to the National Referral Mechanism.

[A modern slavery statement only needs to be published if:

- Your trust is a ‘body corporate’ or a partnership, wherever incorporated or formed.
- You carry on a business, or part of a business, in the UK.
- You supply goods or services.
- You have an annual turnover of £36 million or more.]

The trust will publish an annual statement on its website setting out the steps it takes to prevent modern slavery within the trust and its schools.

16.8 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.
1. Further advice and support can be found at Annex 5 below and by contacting Pupil Entitlement Investigation on:
Email - PEI@westsussex.gov.uk

16.9 Elective Home Education

1. As a school we recognise that many homes educated children have an overwhelmingly positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, we also recognise this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.
2. From September 2016 the Education (Pupil Registration) (England) Regulations 2006 were amended so that schools must inform their LA of all deletions from their admission register when a child is taken off roll (See Annex 4 below re removal from roll)
3. Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, we recognise that KCSiE 2021 recommends that LAs, schools, and other key professionals work together to coordinate a meeting with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.
4. As a school we recognise that, on hearing of parents considering removing a child for EHE, Schools are encouraged to make contact with the EHE team to discuss any concerns they may have.⁶
5. Where the child is on a Child Protection / Child in Need or Early Help plan, we as a school recognise we must, at the earliest opportunity, inform the agencies involved in those plans and the EHE team, and look to hold a meeting with professionals and parents / carers to discuss any concerns and to ensure the parental decision is in the best interest of the child.
6. As a school we are also aware of DfE guidance for local authorities on Elective home education sets out the role and responsibilities of LAs and their powers to engage with parents in relation to EHE. Although this is primarily aimed at LAs, schools should also be familiar with this guidance.⁷

16.10 Child Criminal Exploitation and Child Sexual Exploitation (CSE)

1. We recognise that both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim

⁶ The West Sussex County Council EHE Team can be contacted on - 0330 222 3300 / ehe@westsussex.gov.uk

⁷ <https://www.gov.uk/government/publications/elective-home-education>

needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation

2. We recognise changes in behaviour can indicate signs of abuse or exploitation and we will, as a school, always hear the voice of the child and establish what underlying causes there are for changes in or continued poor behaviour.

All of our staff recognise:

3. in some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.
4. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.
5. Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including gender, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.
6. Some of the following can be indicators of both child criminal and sexual exploitation where children:
 - appear with unexplained gifts, money or new possessions;
 - associate with other children involved in exploitation;
 - suffer from changes in emotional well-being;
 - misuse drugs and alcohol;
 - go missing for periods of time or regularly come home late; and
 - regularly miss school or education or do not take part in education
7. Children who have been exploited will need additional support to help maintain them in education.
8. CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.
 - Some additional specific indicators that may be present in CSE are children who:
 - have older boyfriends or girlfriends; and
 - suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.
9. Further information on signs of a child's involvement in sexual exploitation is available in Home Office guidance
<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

16.11 Concerns a child is being exploited

1. If we have any concerns a child is being exploited we will take advice from IFD and complete the complex safeguarding child exploitation assessment form found <https://www.westsussexscp.org.uk/professionals/child-exploitation-ce-including-child-sexual-exploitation-cse/child-exploitation-including-child-sexual-exploitation>

16.12 County Lines

1. We recognise 'County Lines' is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.
2. All our staff will recognise that:
 - Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes.
 - Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.
3. A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that maybe present where a child is criminally exploited through involvement in county lines are children who:
 - go missing and are subsequently found in areas away from their home;
 - have been the victim or perpetrator of serious violence (e.g., knife crime);
 - are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
 - are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;
 - are found in accommodation that they have no connection with, often called a 'traphouse or cuckooing' or hotel room where there is drug activity;
 - owe a 'debt bond' to their exploiters;
 - have their bank accounts used to facilitate drug dealing.
4. Further information on the signs of a child's involvement in county lines is available in guidance published by the https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/863323/HOCountyLinesGuidance_-_Sept2018.pdf
5. If we are concerned that a child or young person is being exploited or being drawn into exploitation through county lines we will follow the guidance at 22.11 above.

16.13 Contextual Safeguarding Networks

1. Recent developments in building 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 in the Pan-Sussex Child Protection and Safeguarding Procedures <https://sussexchildprotection.procedures.org.uk/kyqxo/children-in-specific-circumstances/exploitation>
2. Further advice and guidance can be found by visiting https://westsussex.local-offer.org/information_pages/599-contextual-safeguarding

16.14 Cybercrime

1. We recognise Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include;
 - unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
 - denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
 - making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.
2. We recognise that children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.
3. If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), we will consider a referral to IFD.
4. We will also consider referring into the Cyber Choices programme. (A nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.)
5. Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at:

National Crime Agency <https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices>

National Cyber Security Centre <https://www.ncsc.gov.uk/>

16.15 Domestic Abuse

1. 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
2. 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.
 3. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.
 4. Any concerns regarding domestic abuse will be considered by the Designated Safeguarding Lead or deputy with advice and guidance obtained from IFD.
 5. 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.
 6. Our school is aware of and will use where necessary the Operation Encompass National Teachers Helpline 0204 513 9990 in order to support our children if we receive an Operation Encompass notification.
 7. Our school is also aware that IFD can also provide support.
 8. We are aware that further information can also be obtained from:
 - <https://www.operationencompass.org/>
 - [NSPCC - lockdown and domestic abuse](#),
 - [Refuge - effects on children](#) and
 - [SafeLives: young people and domestic abuse](#)

16.16 Homelessness

1. Our school/college recognises that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.
2. 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.
3. 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.
4. 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.
5. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets can be found

<https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets>

6. 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.
7. 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.
8. 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 and is available [here](#).

16.17 So called honour based violent (HBV)

- 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 managed 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.
- 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 IFD.

16.18 Female Genital Mutilation (FGM)

1. 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.
2. 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.
3. 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.

4. 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.
5. 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](#)

16.19 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 Multi-agency Force Marriage Guidance](#) pages 32-35 of which focus on the role of schools and colleges.
- School and college staff who have concerns about a forced marriage should contact the DSL or deputy DSL who should contact IFD for further advice. Specialist advice can also be obtained from the Forced Marriage Unit on 020 7008 0151 or email fm@fco.gov.uk

16.20 Preventing Radicalisation

For the purposes of this policy, “extremism” refers to the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty, and the mutual respect and tolerance of different faiths and beliefs. Extremism also includes calling for the death of members of the armed forces.

For the purposes of this policy, “radicalisation” refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

For the purposes of this policy, “terrorism” refers to an action that endangers or causes serious violence to a person or people, serious damage to property, or seriously interferes with or disrupts an electronic system. The use or threat of these actions must be designed to influence the government or intimidate the public, and be made for the purpose of advancing a political, religious or ideological cause.

Protecting pupils from the risk of radicalisation is part of the trust’s wider safeguarding duties. Schools within the trust will actively assess the risk of pupils being radicalised and drawn into extremism and/or terrorism. The trust will ensure procedures are in place for staff to be made aware of changes in pupils’ behaviour which could indicate that they may

need help or protection. The trust will also ensure that staff can use their professional judgement to identify pupils who may be at risk of radicalisation and act appropriately, which may include contacting the DSL or making a Prevent referral. The trust and its schools will work together with local safeguarding arrangements as appropriate.

The trust will ensure that schools engage with parents and families on the matter, as they are in a key position to spot signs of radicalisation. In doing so, the trust will assist and advise schools in which family members raise concerns and provide information for support mechanisms.

The Prevent duty

Under section 26 of the Counter-Terrorism and Security Act 2015, all schools within the trust are subject to a duty to have “due regard to the need to prevent people from being drawn into terrorism”, known as “the Prevent duty”. The Prevent duty will form part of the trust’s wider safeguarding obligations.

16.21 Programme- for those at risk of radicalisation

1. 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.
2. 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.
3. Our school designated safeguarding lead/senior staff will understand when it is appropriate to make a referral to the Channel programme.
4. 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](#)
5. 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 <https://schools.westsussex.gov.uk/Services/3601>

16.22 Allegations against other pupils which are safeguarding issues

1. Occasionally, allegations may be made against a pupil by other pupils 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.
2. Professionals must decide in the circumstances of each case whether or not behaviour directed at another child should be categorised as abusive or not.

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
- exploiting any situation which may compel another student to do or not do something against their wishes, for example, sexting

Sexual abuse:

- indecent exposure, any form of sexual assault, or encouraging others to engage in such activity
- 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

(For sexual abuse / exploitation see section below)

16.22 Procedure

1. If there is a safeguarding concern, the Designated Safeguarding Lead (DSL) should be informed.
2. 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 if further assessment required prior to safeguarding decision).
3. The Designated Safeguarding Lead should contact the IFD to discuss the case where appropriate.
4. The Designated Safeguarding Lead will follow through the outcomes of the discussion and make a referral when appropriate.
5. If the allegation indicates that a potential criminal offence has taken place, school will consult with the police and IFD.
6. Parents of both the perpetrator 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 from the IFD.
7. The Designated Safeguarding Lead will make a record of the concern and a copy will be kept on both pupils' files.
8. Where neither Children's Social Care nor the police progress an investigation, a thorough investigation should take place using the school's normal disciplinary procedures.
9. In situations where the school considers a safeguarding concern remains 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.

16.23 Children with family members in prison

- Our school/college is aware of the additional challenges faced by children who have a parent/carer sent to prison. We recognise that this could well be an adverse childhood experience and we also recognise such 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. 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.

16.24 Other aspects of risk- Bullying/Emotional Health and Well-being

- In addition to the information contained in section 12 above, additional information is provided on the following areas;
- 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 Early Help hub and by visiting [Your Space](#) .

16.25 Schools and Colleges

1. We are familiar with the guidance and information contained with part 5 KCSiE 2022 and also DfE guidance https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf which has been produced to assist schools and colleges to manage cases of sexual violence and harassment between pupils.
2. 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 pupils.
3. We recognise that some pupils 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.
4. However, we recognise that some allegations may be of such a serious nature that they may raise safeguarding concerns.
5. All staff should recognise that children are capable of abusing their peers. All our staff should be clear about our school or college policy and procedures with regard to peer-on-peer abuse.
6. 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.
7. We will ensure that, in our school or college, our policy will include procedures to minimise the risk of peer-on-peer abuse.

8. We recognise and will ensure that systems should be in place (and they should be well promoted, easily understood and easily accessible) for children to confidently report abuse, knowing their concerns will be treated seriously.
9. We understand that schools and colleges not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. We will ensure we have a positive cultural of challenge and reporting in our school.
10. We recognise that children may not find it easy to tell staff about their abuse verbally. We understand children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report, or a member of school or college staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong. As per this policy, if staff have any concerns about a child's welfare, they should act on them immediately rather than wait to be told.
11. As always when concerned about the welfare of a child, all our staff should act in the best interests of the child. In all cases, schools and colleges should follow general safeguarding principles as set out throughout this policy. Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator(s) (and any other children involved/impacted).
12. The starting point regarding any report should always be that there is a zero-tolerance approach to sexual violence and sexual harassment, and it is never acceptable, and it will not be tolerated. It is especially important not to pass off any sexual violence or sexual harassment as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.
13. Our school/college recognises 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.
14. 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.
15. 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.

16.26 Our staff will recognise the importance of:

1. Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
2. not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and
3. 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.

4. 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.
5. The different forms peer on peer abuse can take, such as: bullying (including cyberbullying).
6. Sexual violence and sexual harassment. (Which is covered in much more detail below).
7. Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery) Also covered below.
8. Causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party
9. 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.
10. Initiation/hazing type violence and rituals.

17.0	PREVENTING PEER ON PEER ABUSE
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17.1 As a school we will

1. Provide a developmentally appropriate education syllabus which develops pupils understanding of consent, acceptable behaviour, keeping themselves safe and healthy relationships.
2. Have systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued.
3. Deliver targeted work on assertiveness and keeping safe to those children identified as being at risk.
4. Develop robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils.
5. Provide clarity on how allegations of peer-on-peer abuse will be recorded, investigated and dealt with.
6. Have clear processes as to how victims, perpetrators and any other child affected by peer-on-peer abuse will be supported.
7. Provide 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”.
8. Recognise 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

17.2 Sexual violence – rape & sexual assault, including by penetration

- We recognise it is important that our staff are 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.

17.3 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.

17.4 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 violence⁸. 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

17.5 Upskirting

1. Our school recognises that upskirting is a criminal offence and we will take any allegations of such behaviour very seriously.
2. 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.
3. When an allegation of upskirting is brought to our attention we will respond as we would for any other disclosure of potential abuse.
4. We will follow the principles as set out in responding to reports of sexual violence and harassment above and will take advice from IFD on how to progress any allegation of upskirting.
5. 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 in accordance with the principles set out below.

⁸ Project DESHAME provides useful research advice and resources regarding online sexual harassment – found [here](#)

17.6 Sharing Nudes and semi-nude images

1. We recognise the guidance issued in December 2020 by the Dept for Digital, Culture, Media and Sport and the UK Council for Internet Safety published guidance Sharing nudes and semi nudes: advice for education settings working with children and young people⁹.
2. This guidance separates incidents of those under 18 sharing nude or semi-nude images into two broad areas: 1 - aggravated and 2 - experimental.
3. Aggravated can be sub-categorized into the following areas:
 - An adult is involved,
 - Youth only and there is an intent to harm – for example used to threaten or exploitation, Youth only and reckless misuse – for example sharing images widely without consent but no intent to harm.
4. Experimental can be sub-categorized into
 - Where images have been shared within a romantic context
 - Where young people share images of themselves with others for sexual attention¹⁰
 - Another reason
5. Response
 - We will have a thorough understanding of the guidance and assess each case on its own merits. Where aggravating factors may be present, the matter should be referred to police on 101 and IFD.
 - Where there are no clear aggravating factors settings should consider whether a safeguarding referral to IFD should still be made, taking advice from IFD where appropriate
 - We will consider Annex 10 when responding to such cases.

17.7 Responding to reports of sexual violence and sexual harassment

1. We recognise that this briefing note sets out the local context and outlines when schools should contact the police and the integrated front door. We will use this briefing note when responding to any reports of sexual violence and sexual harassment.
2. We recognise If a report is determined to be unsubstantiated, unfounded, false or malicious, the designated safeguarding lead should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate.
3. If a report is shown to be deliberately invented or malicious, we will, whilst supporting all young people involved, consider if any action should be taken as per our behaviour policy.

⁹<https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

¹⁰ The guidance identifies sexual attention seeking. The phrase 'sexual attention seeking' is taken directly from the typology however it is important to note that incidents within this category can be a part of normal childhood. A child or young person should not be blamed for taking and sharing their image.

18.1 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 or worried.

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 – we will:

- 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 vocabulary and language; avoid jargon or terms the child may 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 maybe for the child to tell anyone what has happened.
- Not criticise the perpetrator, the child may well have a relationship with them.
- Not promise confidentiality but reassure the child that they have done the right thing, explain whom we will have to tell (the Designated Safeguarding Lead) and why and, depending on the child’s age, what the next stage will be. It is important that we avoid making promises that we cannot keep such as “I’ll stay with you all the time” or “it will be all right now.”
- The Designated Safeguarding Lead will decide on when and how to contact the parent / carer to share concerns.
- The Designated Safeguarding Lead will share concerns with parents / carers before making a referral to IFD unless by doing so could escalate the risk to the child or other vulnerable person or impede a police investigation.

If we are in any doubt as to whether to refer the matter, we will speak and discuss with IFD.

18.2 When recording information, we will:

1. Be aware that any records made may well be used in subsequent investigations and possible court hearings.
2. 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.
3. If it is observation of bruising or an injury record the detail, e.g., “right arm above elbow”.
4. Use skin / body maps if necessary – specimen examples are available at Annex 7 below.
5. Not take photographs.
6. Note the non-verbal behaviour and the key words in the language used by the child but do not to translate into ‘adult language’.

7. Record the date, time and location where the notes were made and if anyone else was present.
8. Pass the notes as soon as possible to the Designated Safeguarding Lead.

18.3 Reporting:

1. Staff all have a CPOMS account and they have regular training to allow them to complete CPOMS appropriately.
2. Staff are aware of the difference between reporting concerns on CPOMS and finding a DSL to report more immediate safeguarding concerns

18.4 Support for staff:

1. 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.
2. 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 have access to a free, 24/7 and confidential counselling service, via the employee assistance programme.

18.5 Child Protection Files

1. We recognise that KCSiE 2022 makes it clear that All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child. And,
 - That Records should include:
 - a clear and comprehensive summary of the concern;
 - details of how the concern was followed up and resolved;
 - a note of any action taken, decisions reached and the outcome.
2. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).
3. In our school we recognise the fundamental safeguarding practice of accurately recording safeguarding information. In our school:
4. Records kept for child protection purposes will be kept securely, separate from other records and accessed only by those who need to do so for safeguarding and/or monitoring purposes.
5. Each child will have a separate record.
6. Each record will be accurate, legible and entries made as soon as practicable after a concern is raised.
7. Each recorded concern will have
 - a) a clear and comprehensive record of the concern,
 - b) details of how the concern was followed up and
 - c) a clear record of any action taken, decisions reached and the outcome, including any challenge / escalation to any other agency.

8. It is anticipated that more than one member of staff will have access to records and be able to make entries into a child's safeguarding records. Whether there is any doubt about whether to make a record or not staff must consult with the DSL.
9. Where computer systems are used, staff will still have access to paper forms so immediate conversations with a child/body map drawing etc. can be made contemporaneously.
10. Any paper records generated at 4 above will be retained within the file, even where they have been scanned to a computer record.
11. Where there is more than one sibling, each sibling will have their own record, cross-referenced where necessary to their siblings.
12. Each file will have a chronology to enable assessment, provide an overview and enable fast time assessment of previous activity.
13. Each file will have an up-to-date contact number for other key professionals.

18.6 When a child moves school

1. Any child protection files relating to that child will be transferred / retained in accordance with guidelines which can be found in the Information Management Toolkit for Schools found <https://irms.org.uk/page/SchoolsToolkit>
2. In line with statutory guidance where children leave the school or college, the Designated Safeguarding Lead will 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.
3. 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.
4. In addition to the child protection file, the Designated Safeguarding Lead will 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.
5. In accordance with the Information Management Toolkit for Schools, when a child moves from one school to another, the file will move with them. (See Annex 11 below for a specimen file transfer form.) The sending school should not copy nor retain the child protection file unless they are to be used in ongoing proceedings. (Noting the exceptions when the child moves to an independent school or post 16 education provision)

18.7 Allegations against staff records

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

18.8 Managing professional differences and concerns

1. We recognise that, on occasions, we may disagree with a safeguarding decision made by another safeguarding professional or agency. Our school recognises that we must challenge such decisions and recognises such challenge as a vital tool in keeping children safe.
2. 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.
3. Professional Differences and Concerns Protocol.
4. 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 Differences and Concerns protocol which can be found on the West Sussex Safeguarding Children Website, [Professional disagreements and concerns](#).
5. As a Governing Body we will monitor the use of this protocol in keeping our children safe.

19.0	ADULT SAFEGUARDING PROCEDURES
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1. Our school/college has pupils who attend who are aged 18 or over.
2. 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.
3. However, the referral route for concerns for those aged 18 and over is different.
4. 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](#).
5. For further advice and guidance in respect of general safeguarding those aged 18 and over can also be found [here](#).
6. To discuss concerns relating to a person aged 18 and over please contact West Sussex Adult Social Care on 01243 642121.
7. Referral to adult's social care should be made using the [Adult Social Care Referral Form](#) on-line form.

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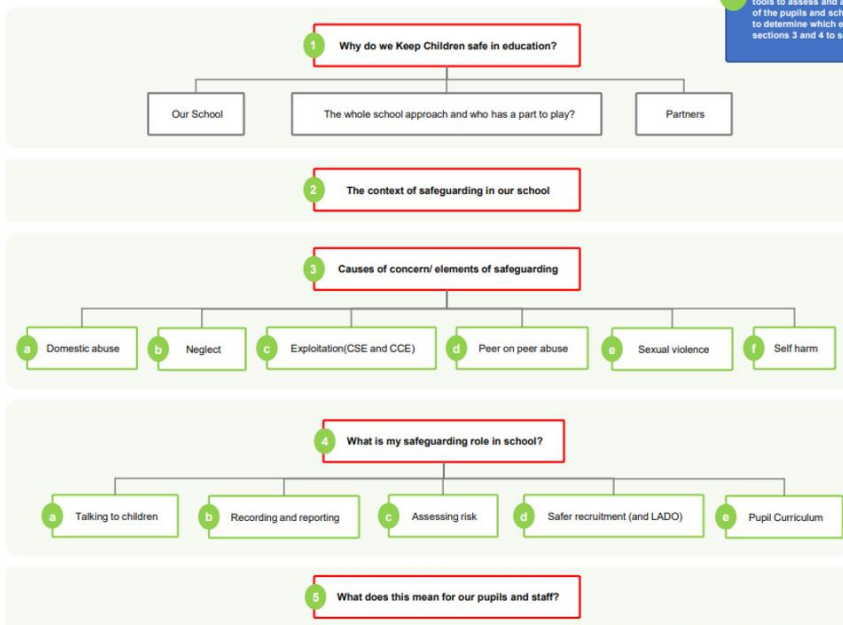
20	TRAINING
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At Herons Dale we recognise the importance of safeguarding and that it is everybody's job to safeguard children.

The DSL puts together training for the whole year which covers the below:

Safeguarding in our school

i Prior to the training all schools will use tools to assess and analyse the needs of the pupils and school and use this to determine which elements in sections 3 and 4 to select.



* 4b includes FGM and prevent*



