

# Michael Hall

a Steiner Waldorf School

## Child Protection & Safeguarding Policy

<b>Policy Owner</b>	<b>Designated Safeguarding Lead</b>
<b>Formally endorsed by</b>	<b>Council of Trustees</b>
<b>Endorsement Date</b>	<b>September 2020</b>
<b>Next Review Date</b>	<b>September 2021</b>

## Key contacts

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Chair of Trustees	William Forward	William.forward@michaelhall.co.uk
Local Authority Designated Officer (LADO)	Amanda Glover	<a href="https://www.eastsussex.gov.uk/childrenandfamilies/professional-resources/lado/referrals/form-lado-referral/">https://www.eastsussex.gov.uk/childrenandfamilies/professional-resources/lado/referrals/form-lado-referral/</a>  Online referral process
Safeguarding Officer & Assistant Local Authority Designated Officer	Sue Giles	As above
Reporting Concerns: East Sussex (Single point of advice)	SPOA	01323 464222 Email: <a href="mailto:0-19.SPOA@eastsussex.gov.uk">0-19.SPOA@eastsussex.gov.uk</a> <a href="https://sussexchildprotection.procedures.org.uk/">https://sussexchildprotection.procedures.org.uk/</a>

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## POLICY STATEMENT

This policy applies to Michael Hall School (“the School”), which includes the Kindergartens (Early Years Settings) and any students on roll. This policy is reviewed and updated annually (as a minimum). This policy is informed by the following guidance and advice[i]:

- Keeping Children Safe In Education (September 2020) ([‘KCSIE’](#))
- Working Together to Safeguard Children ([July 2018](#))
- What to do if you're worried a child is being abused: advice for practitioners ([March 2015](#))
- Information sharing: advice for practitioners providing safeguarding services ([July 2018](#))
- Disqualification under the Childcare Act 2006 ([amended Aug 2018](#))
  
- Revised Prevent Duty Guidance for England and Wales ([July 2015](#))
- The Prevent Duty: Departmental advice for schools and childcare providers ([June 2015](#))
- The use of social media for on-line radicalisation ([July 2015](#))
- OFSTED Education Inspection Framework (May [2019](#))
- OFSTED Inspecting safeguarding in early years, education and skills settings [Sept 2019](#)

This policy also takes into account the procedures and practice of East Sussex Local Authority as part of the inter-agency safeguarding procedures set up by East Sussex Safeguarding Children Partnership (ESSCP).

**Key changes for this current academic year are highlighted in red within this policy for ease of reference.**

**There have been changes to this policy in order to support the COVID-19 health and safety requirements. These will remain in place for as long as COVID-19 restrictions apply. Please see Appendix L**

## STATEMENT OF INTENT: Wellbeing & Pastoral Care

At Michael Hall we are committed to safeguarding children and young people and we expect everyone who works in our school to share this commitment and join us in creating a culture of vigilance. Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them and be confident that they will be listened to and taken seriously. **We will always act in the best interests of the child and we recognise the importance of maintaining an attitude of ‘it could happen here’.** We continue to take a whole school approach to safeguarding and child protection, so that awareness is raised within the entire school community.

As of Sept 2019 we have merged our safeguarding and pastoral care provision in order to further embed safeguarding into our daily practices. As a consequence our previous Pastoral Care Team is now known as Wellbeing and Pastoral Care. Throughout the 2020-21 academic year we will be having a strong focus on behaviour for learning and promoting awareness of mental health. The key principles of being **Ready, Respectful & Safe** will underpin our work with staff and students this academic year. This policy defines a child as anyone under the age of 18 years and applies to all members of staff, including permanent, temporary and ancillary staff, Council Members, volunteers, contractors and external service or activity providers.

We teach pupils about safeguarding, including online, through various teaching and learning opportunities, as part of a broad and balanced curriculum. The updated Ofsted guidance seeks to ensure that children ‘recognise when they are at risk and how to get help when they need it’.

A secure and caring environment is essential in creating a safe learning environment for each child and we aim to create a caring, positive, safe and stimulating environment that promotes the social, physical, emotional and moral development of the individual child. We recognise that the School plays a significant part in the prevention of harm to our pupils and that creating an overall ethos of protection with good lines of communication are essential and will further support those children who may have heightened vulnerability

within our school such as SEN-D children, those suffering peer-on peer abuse, boarders and those vulnerable to radicalisation or exposed to extremist views.

**Safeguarding and child protection is everyone's responsibility.** Everyone who comes into contact with children and families has a role to play. Our school is a community and all those directly connected, staff members, Council Members, parents, families and pupils, have an essential role to play in making it safe and secure.

## **SAFEGUARDING & CHILD PROTECTION DEFINITIONS**

Safeguarding and promoting the welfare of children is defined as

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

**Child protection is the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.**

## **CONTEXTUAL SAFEGUARDING**

Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the DSL will consider the context within which such incidents and/or behaviours occur. This is known as **contextual safeguarding**, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

**Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence.**

### **Parents/Carers**

Parents/Carers have an important role in supporting the School's safeguarding and child protection work and we work with parents to build an understanding of the School's responsibilities to ensure the welfare of all children including, in some situations, the need for referrals to other agencies.

We hope that parents/carers will always feel able to take up any issues or worries that they may have with the School. Allegations of child abuse or concerns about the welfare of any child will be dealt with consistently in accordance with this policy.

## **RELATED POLICIES AND PROCEDURES**

In all matters relating to child protection the School will follow the procedures laid down in this Policy and by the [Pan-Sussex Child Protection and Safeguarding Procedures](#), KCSIE Sept. 2020, the DfE guidance contained in Working Together to Safeguard Children (July 2018). This policy is applicable to the whole school community, including those pupils in the Early Years Foundation Stage (EYFS).

Appendix J sets out related School Policies

## **STAFF RESPONSIBILITIES**

The lead person with overall responsibility for child protection and safeguarding is the Designated Safeguarding Lead (DSL). At our school the DSL is Emmeline Hawker. Jacqui Phillips is the Deputy DSL (DDSL) and Mark Fielding is the DSL for Early Years. To ensure that there is appropriate cover for this role at all times, every member of the Safeguarding Team is DSL trained. The DSL responsibilities are outlined in appendix I. The names and roles of the Safeguarding Team are clearly displayed on posters in reception, notice boards and in staff rooms.

The School has a Designated Teacher, Jacqui Phillips, who is responsible for promoting the educational achievement of children who are looked after. (A child who has been in the care of the local authority for more than 24 hours is known as a looked after child).

All school staff should be aware that safeguarding incidents can happen at any time and anywhere and are required to be alert to any possible concerns. Members of staff have a legal duty to safeguard and protect our pupils' welfare and, in some circumstances, teachers have a statutory duty to report concerns to the Police (in cases of suspected or actual Female Genital Mutilation (FGM)). Any member of staff may be required to contribute to a case conference process (supported by the DSL). Staff must familiarise themselves and comply at all times with this Policy.

On the part of every staff member this means:

- a) Reading and understanding this Policy,
- b) Reading Part 1 of KCSIE (Keeping Children Safe in Education September 2020) and Annex A of KCSIE 2020,
- c) Reading the Staff Code of Conduct
- d) Reading the Behaviour & Bullying Policies
- e) Complete on-line training as requested
- f) All staff are required to wear ID badges while on the school site, during the school hours
- g) All staff are required to understand and adhere to the policies and procedures related to visitors, volunteers and Health & Safety

On the part of the School this means ensuring that support and training is given to allow staff to understand and discharge their role and responsibilities.

## **TOUCH**

We recognise the value that appropriate touch has for the children in our care. Teachers may provide physical comfort or consolation to a child who expresses the need for such but will not do so if the child, in any way, expresses a wish not to be touched (except in the case of needing to restrain a child who is a danger to themselves or others (see Positive Handling Policy)). No teacher will touch a child in a way that may be construed to be sexually inappropriate. In cases where a child has incurred injury that necessitates immediate medical attention to areas of a child's body that may be private or intimate, teachers will, wherever practicable, ensure that another adult is present as witness.

## **TYPES OF CHILD ABUSE**

Appendix A of this Policy outlines the definitions, signs and symptoms of the four kinds of abuse; physical, emotional, sexual abuse and neglect as well as the signs and symptoms of Child Sexual Exploitation and Female Genital Mutilation (see overleaf). It also refers to the East Sussex Continuum of Need and Early Help support. Reference should also be made to Part 1 and Annex A of KCSIE 2020 and to the NSPCC guidance see web site: <https://www.nspcc.org.uk/what-is-child-abuse/>.

## **CHILD SEXUAL EXPLOITATION (CSE) and CHILD CRIMINAL EXPLOITATION (CCE)**

Both CSE and CCE are forms of abuse and both occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (such as increased status) of the perpetrator or facilitator. The abuse can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. Victims can be exploited even when activity appears consensual and it should be noted exploitation as well as being physical can be facilitated and/or take place online. More information including definitions and indicators are included in Annex A.

### **CHILD CRIMINAL EXPLOITATION; COUNTY LINES**

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

- Affect any child or young person (male or female) under the age of 18 years;
- Affect any vulnerable adult over the age of 18 years;
- Still be exploitation even if the activity appears consensual;
- Involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- Be perpetrated by individuals or groups, males or females, and young people or adults; and be typified by some form of power imbalance in favour of those perpetrating the exploitation.

Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

### **SERIOUS VIOLENCE**

All staff are aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

All staff should be aware of the associated risks and understand the measures in place to manage these. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults : county lines guidance. [Preventing youth violence and gang involvement - Practical advice for schools and colleges](#)

## HONOUR BASED ABUSE ('HBA') including Female Genital Mutilation and Forced Marriage

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

If staff have a concern regarding a child that might be at risk of HBA or who has suffered from HBA, they should speak to the Designated Safeguarding Lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a 23 mandatory reporting duty placed on teachers that requires a different approach (see following section).

### Female Genital Mutilation ('FGM')

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. Appendix A includes the signs and symptoms of FGM. Staff should be aware that girls at risk of FGM may not be aware of the practice or that it may be conducted on them.

Where staff have concerns, a member of the Safeguarding Team should be advised immediately and sensitivity shown when approaching the subject. The majority of cases happen between the ages of 5-8 although can take place between birth and 15.

Further clarification to the teaching staff mandatory legal duty can be found in Appendix A

## DOMESTIC VIOLENCE

The cross-government definition of domestic violence and abuse is:

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 aspects.

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

*'Schools are well placed to increase awareness and understanding of the seriousness of Domestic Abuse and to support children/young people and their families in accessing further support services. Domestic violence impacts on the health and welfare of children and young people. Children are often affected by the fear, distress and disruption to their lives.'*

The School supports children and young people by making clear those who they can talk to within the School by widely publicising the Safeguarding Team & the Wellbeing & Pastoral Care Team on posters around the school grounds including school notice boards, teaching spaces and common rooms.

The School is registered to receive alerts from 'Operation Encompass' a system of communication used by the majority of police forces across England that helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable support to be given to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place.

It is important that once a disclosure has occurred and all correct channels are in place, that the School maintains a regular exchange of information with a parent/carer (provided they are not under any investigation linked to the alleged abuse) and any support worker attached to the family whether employed by a statutory or voluntary organisation. For further guidance relating to domestic violence and abuse, please see:

<http://www.eastsussexlscb.org.uk/wp-content/uploads/East-Sussex-Domestic-Violence-and-Abuse-Protocol-for-Schools-2016.doc>

### **CHILDREN MISSING FROM EDUCATION (CME)**

Knowing where children are during school hours is an extremely important aspect of Safeguarding. All staff are aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and can also be a sign of child criminal exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff are aware of their school's or college's unauthorised absence and children missing from education procedures.

We monitor attendance carefully and address poor or irregular attendance without delay. We will follow up with parents/carers when pupils are not at school. This means we need to have at least two up to date contact numbers for parents/carers. Parents should remember to update the School as soon as possible if numbers change. Further details can be found within the Attendance Policy. We will ensure that pupils who are expected to attend the School, but fail to take up a place, will be referred to the local authority and that, when a pupil leaves the School, we will record the name of the pupil's new school and their expected start date.

In line with KCSIE the School has:

- staff who understand what to do when children do not attend regularly
- appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions)
- staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage.
- Procedures to inform the local authority when we plan to take pupils off-roll if they:
  1. Leave school to be home educated
  2. Move away from the School's location
  3. Remain medically unfit beyond compulsory school age
  4. Are permanently excluded
  5. Are in custody for four months or more (and will not return to school afterwards)

The School will monitor all pupil absences from school and promptly address concerns about irregular attendance with the parent/carer. In some circumstances, the School has a legal duty to report absences to the Local Authority in line with [CME 2016](#). For further details, please see the School's Children Missing Education Policy.

## THE PREVENT DUTY

As part of the Counter Terrorism and Security Act 2015 we have a duty to 'prevent people being drawn into terrorism' (known as the Prevent Duty). If staff have concerns that a pupil is developing extremist views or showing signs of becoming radicalised, they must discuss this with the DSL or DDSL. The DSL and DDSL have received training about the Prevent Duty and tackling extremism and are able to support staff with any concerns they may have. The DSL/DDSL will consider the level of risk to identify the most appropriate referral, which could include reference to 'Channel' or Children's Social Care. All staff are required to undertake the on-line Prevent training.

We offer our pupils a broad and balanced curriculum that will enable them to take their place in the world, understanding the principles of both respect for other people's faith, opinions, culture and the principles and value of democracy. This balance and understanding will enable pupils to make a positive contribution to life in modern Britain (or their country of origin) supporting and contributing to the development of a fair, just and democratic civil society. Our curriculum has been developed to ensure that our pupils understand how people with extremist views can attempt to share and indoctrinate others - especially using the internet and pupils are taught to be safe and aware in this respect.

Appendix C sets out early indicators of extremism and websites for further information.

## VULNERABLE PUPILS

Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

- There may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- Children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs
- Difficulties may arise in overcoming communication barriers

Boarding children/young people within our school are away from home and in an environment that is less familiar to them making them potentially more vulnerable.

All staff should be able to identify those children in the School who are vulnerable whether it be in respect of SEN-D, Boarding, or other factors and should talk to a member of the Safeguarding group if they have identified or have concerns for a vulnerable learner in order that their progress and support can be appropriately monitored.

All staff will receive training on a regular basis and Teachers and teaching support Staff will receive ongoing training in Faculty Meetings to support the identification of vulnerable pupils. The Wellbeing & Pastoral Care Team will monitor these vulnerable learners, and put appropriate levels of support in place.

Appendix B details how we support children and lists additional vulnerabilities and characteristics.

## MENTAL HEALTH CONCERNS

Mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

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

Staff should immediately raise any mental health concerns safeguarding or otherwise with the DSL or DDSL. Further information and guidance can be found in Appendix A

## **PEER ON PEER/ CHILD ON CHILD ABUSE**

Children can abuse other children and staff should be aware that safeguarding and wellbeing issues can manifest themselves via peer on peer abuse. This is most likely to include (but is not limited to) bullying (including cyber-bullying), gender based violence/sexual or physical assaults and sexting. Physical abuse can be hitting, kicking, shaking, biting, hair pulling or otherwise causing physical harm. Sexual violence defined as rape, assault by penetration, sexual assault, sexual harassment (such as sexual comments, remarks, jokes and online sexual harassment) which may be standalone or part of a broader pattern of abuse. Upskirting, (now comes under the Voyeurism (Offences) Act, which is commonly known as the Upskirting Act, came into force on 12 April 2019) 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. Anyone of any gender can be at risk. Sexting (also known as youth produced sexual imagery) and initiation/hazing type violence and rituals. Abuse is abuse and should never be tolerated or passed off as 'banter' or 'part of growing up'. Different gender issues can be prevented when dealing with peer on peer abuse. This could, for example, include girls being sexually touched/assaulted or boys being subject to initiation type violence.

All staff will be clear as to the School's policy and procedures regarding peer on peer abuse.

We believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the School and other students. Some children/young people will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the School's Behaviour Policy.

Occasionally allegations may be made against students by others 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. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found:

The allegation:

- Is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- Is of a serious nature, possibly including a criminal offence
- Raises risk factors for other pupils in the School
- Indicates that other pupils may have been affected by this student.

We will support the victims of peer on peer abuse by ensuring staff are aware of peer on peer abuse and observe and report all concerns to the DSL/DDSL. We take all allegations/concerns seriously and will follow through, investigate and put measures in place to prevent its continuance and monitor its effectiveness. The Wellbeing & Pastoral Care & Safeguarding Team, Class Teachers and Guardians will (as appropriate) be involved in these processes and each incident will be treated on a case by case basis. Records of peer on peer abuse will be kept on CPOMS.

**SEXTING:** We follow the guidance given to schools by the UK Council for Child Internet Safety (UKCCIS) published in 2016: 'Sexting in schools and colleges, responding to incidents and safeguarding young people' and ensure that our PSHEE programme delivers appropriate information and awareness to our pupils.

Additional Information relating to Allegations & Disclosures of Peer on Peer Abuse, Sexting, Sexual Violence and Sexual Harassment can be found in Appendix D. East Sussex Protocol for Managing Peer on Peer Harmful Sexual Behaviour in Schools, Settings & Colleges.

## **SEXUAL VIOLENCE & SEXUAL HARASSMENT BETWEEN CHILDREN IN SCHOOLS & COLLEGES**

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

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

Staff should be aware of the importance of:

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

The DfE published detailed advice on sexual violence and sexual harassment between children in schools and colleges in May 2018. A summary can be found in Annex A of KCSIE and the full document is available here; [Advice for schools](#). The DSL with the Safeguarding Team will decide on a case by case basis on the best course of action and response, considering whether to manage the case internally, seek Early Help with a multi-agency approach, refer to Social Care and/or report the case to the Police.

### **Risk Assessment**

When there has been a report of peer on peer abuse the DSL will make an immediate risk and needs assessment.

In all cases of peer on peer abuse, but especially those involving sexual violence and/or sexual harassment, the risk and needs assessment should consider:

- The victim, especially their protection and support;
- The alleged perpetrator; and All the other children (and, if appropriate, adult students and staff) at the School, especially any actions that are appropriate to protect them;

The DSL will engage with children’s social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. Any such professional assessments will be used to inform the School’s approach to supporting and protecting pupils.

## **PRIVATE FOSTERING**

A Private Fostering arrangement is one that is made privately (without involvement of the Local Authority) for the care of a child under 16 (18 if the child is disabled) by someone other than a parent or close relative (grandparent, brother, sister, half siblings and step-parents) in their own home, with the intention that it should last for 28 days or more. Parents and private foster carers, have a legal duty to notify the Local Authority of such arrangements at least 6 weeks before the arrangement is due to start. Not to do so is a criminal offence. The School has a mandatory duty to report to the Local Authority where they are aware or suspect that a child is subject to a private fostering arrangement.

If staff have reason to suspect that a child is in such a private fostering relationship they must notify the DSL or DDSL who will investigate by speaking to the family of the child and check they are aware of their duty to inform. The School has a duty to inform the local authority of the private fostering arrangements. On admission to the School we will take steps to verify the relationship of the adults to the child being registered with the School.

## **BOARDING STUDENTS**

For the academic year 2020/21 we have paused our boarding provision and currently have no boarding students. Please refer to previous policy versions if required.

## **BOARDING STUDENTS**

Michael Hall welcomes students from all countries as Boarding Students. For the academic year 2020 - 21 all boarding students have private boarding arrangements. Being away from home can feel unsettling for some and all staff should be aware they may be feeling vulnerable.

The School's Boarding provision is informed by the Department of Education's Boarding Schools: National Minimum Standards, April 2015.

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/416186/20150319\\_nms\\_bs\\_standards.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/416186/20150319_nms_bs_standards.pdf)

## **PROCEDURES FOR DEALING WITH ALLEGATIONS OR CONCERNS ABOUT A CHILD**

If a member of staff (including visiting/contract/volunteer staff) has serious concerns about the Safeguarding or protection of a child or receives disclosure about a serious Safeguarding and Child Protection issue they MUST follow the process set out in the flowchart and guidance in Appendix E.

The member of staff must make an accurate written record directly onto CPOMS or use the concern form (Appendix F) and pass this to the DSL or Deputy DSL immediately in order that the LADO/SPOA can be notified at the earliest possible moment. If the Deputy DSL receives a concern she/he should notify the DSL immediately. If the member of staff prefers they can contact the DSL/DDSL immediately and, together they can complete the Concern Form (see Appendix F). Concerns forms can also be found on the Z Drive under 'whole school information: Safeguarding'. In the case of our EYFS setting the School will also inform Ofsted as soon as reasonably practicable but in any event within 14 days. From 16 September 2019 there is a new referral process for 0-18 year olds who are experiencing social, emotional and mental health difficulties. All referrals will now be triaged at the multi-agency Single Point of Advice (SPoA). This is an extended service. The SPoA will triage all referrals and determine if a service or support is required and who is best placed to deliver it. This simplifies access for referrers, children and young people and their families. CAMHS clinicians and ESCC colleagues in the SPoA, will together be responsible for triaging young people who are identified as having emotional, wellbeing or mental health issues.

Contact with the LADO is to be made via the online referral form at:

<https://www.eastsussex.gov.uk/childrenandfamilies/professional-resources/lado/referrals/form-lado-referral/>

If an adult is made aware of any allegation of abuse, or if knowledge of possible abuse comes to his/her attention it is his/her duty to listen to the child, to provide reassurance and to record the child's statements, but not to probe or put words into the child's mouth, see guidelines below;

### **Guidelines on dealing with a disclosure made by a child**

- Listen to what is being said without displaying shock or disbelief.
- Only ask questions when necessary to clarify.
- Accept what is being said.
- Allow the child to talk freely - do not put words in the child's mouth.

- Reassure the child that what has happened is not his or her fault.
- Do not make promises that you may not be able to keep.
- Do not promise confidentiality - it may be necessary to refer the child to Children's Social Care.
- Stress that it was the right thing to tell.
- Do not criticise the alleged perpetrator.
- Explain what has to be done next and who has to be told.
- Inform the DSL/Deputy DSL without delay.
- Report disclosure on CPOMS or complete a concern form and pass it to the DSL.
- Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the DSL.

## **EARLY HELP**

The East Sussex Continuum of Need Tool (Appendix G) describes the kind of needs a child may have broken down by 4 levels. Using this tool helps us to work out what kind of additional help children and their families might need in order to be safe and well. The continuum is designed to help with professional discussions and the links below provide further details on the use. Within the School, **all staff are aware of their local Early Help process and understand their role in it.** Early Help is flagged by staff to the Wellbeing & Pastoral Care Team in order to best support the children. Such support is likely to involve multi-agency working alongside internal support mechanisms and our Wellbeing & Pastoral Care Team ensures their training facilitates working in a multi-agency environment.

**Any child may benefit from early help, but all school and college staff should be particularly alert to the potential need for early help for a child who:**

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home; • is at risk of modern slavery, trafficking or exploitation;
- is at risk of being radicalised or exploited;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care; and • is a privately fostered child.

Further details can be found in the following guidance:

DfE, Keeping Children Safe in Education (2020)

DfE, Working Together to Safeguard Children (July 2018)

Pan Sussex Child Protection and Safeguarding Procedures Manuals:

1) Guide to Early Help, link:

[https://sussexchildprotection.procedures.org.uk/assets/Documents/eh\\_guidance\\_final.pdf](https://sussexchildprotection.procedures.org.uk/assets/Documents/eh_guidance_final.pdf)

2) The East Sussex Continuum of Need Level Indicators, link:

[https://sussexchildprotection.procedures.org.uk/assets/Documents/continuum\\_indicators.pdf](https://sussexchildprotection.procedures.org.uk/assets/Documents/continuum_indicators.pdf)

## **MANAGING ALLEGATIONS / CONCERNS ABOUT ADULTS IN THE SCHOOL**

Allegations of abuse against staff, **supply teachers** and volunteers will be dealt with according to the statutory guidance set out in KCSIE. Staff should also have regard to the School's Code of Conduct to minimise the risk of allegations being made. All allegations will be taken seriously and treated as quickly as possible, in a fair and consistent manner providing effective protection for the child and at the same time supporting the person who is the subject of the allegation. Confidentiality cannot be promised to the informant.

Where there is an allegation that a member of staff, **supply teacher** or volunteer has:

1. Behaved in a way that has harmed a child or may have harmed a child
2. Possibly committed a criminal offence against or related to a child or
3. Behaved towards a child or children in such a way that indicates he or she would pose a risk of harm if they worked regularly or closely with a child.

The details of the allegation should be recorded in writing, dated and signed. The DSL/DDSL should immediately contact the Senior Leadership Team (SLT) and the LADO who will work with the School to discuss the management of the allegation. In the event that the allegation is against a member of SLT, then the Council Chair should be informed as well as the LADO. If the allegation is against the DSL then the Deputy should be appointed DSL and SLT and the LADO are informed. In the event that the allegation is against a Council member the DSL will immediately inform the Chair of Council who must contact the LADO directly. Should the allegation be against the Chair of Council the staff member should inform the LADO without delay (advising the DSL immediately).

All allegations against staff will be reported to the LADO within 24 hours and decisions will not be made without discussion with the LADO.

Details of the management of the allegation are contained in Appendix H.

### **CONCERNS ABOUT THE WAY SAFEGUARDING IS CARRIED OUT IN THE SCHOOL**

We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so. All Staff should raise concerns about the way safeguarding is managed within the School and be aware of their protection in so doing under the School's Whistle blowing Policy. Staff can seek advice from the NSPCC helpline; **what you can do to report abuse on 0808 800 5000** and can go to an appropriate person in the School to report their concern.

### **DESIGNATED SAFEGUARDING LEAD AND DEPUTY SAFEGUARDING LEAD (DSL AND DDSL)**

The DSL is responsible for safeguarding and child protection at Michael Hall. The key role of the DSL is to:

- Manage referrals from school staff or any others from outside the School
- Work with external agencies and professionals on matters of safety and safeguarding
- Undertake training
- Raise awareness of safeguarding and child protection amongst the staff and parents
- Ensure that child protection information is transferred to the pupil's new school

All staff must understand the role of the DSL. The DSL and/or the deputy DSL can be contacted at any time.

The flow chart in Appendix E shows the steps the DSL/DDSL will use to make external referrals. Details of the DSL's role and job description are contained with Appendix I.

### **ONLINE SAFETY**

Online Safety is a key part of safeguarding children and can be categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material;
- contact: being subjected to harmful online interaction with other users; and
- conduct: personal online behaviour that increases the likelihood of, or causes, harm.

The School monitors online use and has put in place appropriate filters to protect children. Reference should be made to our Online Safety Policy and to KCSIE 2020 Annex C.

### **SAFER RECRUITMENT PRACTICES**

Safer Recruitment is an important part of our Safeguarding and Child Protection work. We ensure that all individuals working in any capacity at our school have been subjected to the appropriate DBS and safeguarding checks in line with the statutory guidance and KCSIE. We use an online DBS checking service for all applicants. The appropriate authorities (DBS/NCTL) will be notified if a member of staff is suspended from or moved out of regulated activity to another post if the 'harm' criteria have been met. We also ensure that our Staff Central Record is accurate, monitored and up to date.

Every job description and person specification will have a clear statement about the safeguarding responsibilities of the post holder and we ensure that at least one member of every interview panel has completed safer recruitment training. Any member of staff in the position of manager or higher will also be subject to an S128 check.

We have a procedure in place to handle allegations against members of staff and volunteers in line with KCSIE. This procedure is detailed in Appendix H.

### **INDUCTION AND ONGOING TRAINING**

Every new member of staff, including part-timers, temporary, visiting, volunteers and contract staff working in the school, receives appropriate induction training on their responsibilities in being alert to the signs of abuse, bullying or children at risk of radicalisation and on the procedures for recording and referring any concerns to the DSL or Deputy DSL and, if required, to LADO and/or SPOA to which referrals are made.

Council members may join such training in addition to their specific Council training programme. The School subscribes to Online training through Educare and all staff/council members are required to take the Prevent Training and Safeguarding training in addition to the Induction programme (see Induction of New Staff Policy). Staff are encouraged to take advantage of the wider Educare training programmes offered and available to all and to complete the online training with the National Online Safety Training Programme. Staff are expected to abide by the Staff Code of Conduct.

Part 1 of KCSIE and Annex A are required reading for all staff. Staff receive at least annual training with regular updates as necessary and the DSL/Deputy DSL and nominated council member receive training every two years and keep up to date with safeguarding developments annually.

### **STAFF INDUCTION, TRAINING AND DEVELOPMENT**

All new members of staff, including newly-qualified teachers and teaching assistants, will be given an induction which includes the following:

- Issue and explain the safeguarding and child protection policy
- Issue and explain the behaviour policy, staff understand that children's poor behaviour may be a sign that they are suffering harm or that they have been traumatised by abuse.
- Issue and explain the staff behaviour policy/code of conduct
- Issue and explain the policy/guidance which includes the safeguarding response to children who go missing from education
- Explain the role of the DSL and share the identities of the DSL and all DDSLs
- Issue Part One and Annex A of Keeping Children Safe in Education September 2020
- Child protection and safeguarding training (including online safety)
- All new members of staff are expected to read the above mentioned documents and to sign an acknowledgement of this. Agency staff receive the visitors' booklet and The Practical Guide to Safeguarding. Inductions are run every half term.

The induction and ongoing training of staff will include the following key aspects:

- Staff understand the difference between a safeguarding concern and a child in immediate danger or at risk of significant harm.
- Staff are advised to maintain an attitude of 'it could happen here' where safeguarding is concerned.
- When concerned about the welfare of a child, staff should always act in the best interests of the child.
- If staff are unsure, they should always speak to the DSL or deputy DSL.
- If staff have any concerns about a child's welfare, they should act on them immediately.
- Staff should not assume a colleague or another professional will take action.
- The DSL or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the DSL (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from SPOA. In these circumstances, any action taken should be shared with the DSL (or deputy) as soon as is practically possible.

**Alternative Educational Provision:** We will ensure that alternative provision establishments provide evidence that they have made the appropriate level of safeguarding checks on individuals working for their organisation.

### **THE SAFEGUARDING ROLE OF COUNCIL**

Council appoints a Safeguarding and Child Protection Council member who liaises directly with the DSL and Safeguarding Team on issues of child protection. The Council member will also work with the LADO and the DSL or Deputy concerning allegations against a member of Council and/or SLT and will lead the annual review of the School's safeguarding policy and procedures in Council which the DSL and Deputy DSL attend.

Council is responsible for:

- reviewing the procedures for and the efficiency with which the safeguarding duties have been discharged;
- ensuring that any deficiencies or weaknesses in safeguarding arrangements are remedied without delay;
- approving amendments to safeguarding arrangements in the light of changing regulations or recommended best practice.

### **STAFF OBLIGATIONS - DISCLOSURE**

All staff, **including supply teachers and volunteers** in our school are required to notify the School immediately if there are any reasons why they should not be working with children. This includes any staff who are disqualified from childcare or registration.

The Childcare (Disqualification) Regulations 2006 (amended 2018) apply to those providing early years childcare or later years childcare, including before school and after school clubs, to children who have not attained the age of 8 AND to those who are directly concerned in the management of that childcare. At Michael Hall all staff members are subject to these associated vetting checks. (Further details in the Recruitment Policy).

The School takes its responsibility to safeguard children very seriously and any staff member who is aware of anything that may affect his/her suitability to work with children must notify the DSL or DDSL immediately. This will include notification of any convictions, cautions, court orders, reprimands or warnings he/she may receive.

Staff who are disqualified from childcare or registration may apply to Ofsted for a waiver of disqualification. Such staff may not be employed in the areas from which they are disqualified, or involved in the management of those settings, unless and until such waiver is confirmed. Please speak to the DSL for more details.

## CONFIDENTIALITY, CONSENT AND INFORMATION SHARING

All matters relating to child protection are confidential. The DSL, DDSL or DSO's will disclose any information about a pupil to other members of staff on a need-to-know basis only.

All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being.

All staff members have a professional responsibility to share information with other agencies in order to safeguard children.

All staff who come into contact with children will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children's welfare.

We will ensure that staff members are confident about what they can and must do under the law, including how to obtain consent to share information and when information can be shared without consent.

It is essential that people working with children can confidently share information as part of their day-to-day work. This is necessary not only to safeguard and protect children from harm but also to work together to support families to improve outcomes for all.

The School may have to share information about parents or carers, such as their medical history, disability or substance misuse issues, for investigations of child abuse carried out by Children's Social Care.

We will proactively seek out information as well as sharing it. This means checking with other professionals whether they have information that helps us to be as well informed as possible when working to support children.

The Data Protection Act 2018 and the General Data Protection Regulations 2018 are not barriers to sharing information and **do not change duties under safeguarding**. They are there to ensure that personal information is managed in a sensible way and that a balance is struck between a person's privacy and public protection.

We should be sharing any concerns we have with parents at an early stage, unless this would put a child at greater risk or compromise an investigation. Parents need to know what our responsibilities are for safeguarding and protecting children and that this involves sharing information about them with other professionals.

Be clear about the purpose of sharing confidential information and only share as much as you need to achieve your purpose.

Try to get consent from parents (or the child, if they have sufficient understanding<sup>[1]</sup>) to share information, if possible. However, **you do not need consent if you have serious concerns about a child's safety and well-being. If you decide to share information without consent, you should record this with a full explanation of your decision.**

**Consent should not be sought from parents or carers (or the child, if they have sufficient understanding), if:**

- it would place a child at increased risk of harm; or
- it would place an adult at risk of serious harm; or
- it would prejudice a criminal investigation; or
- it would lead to unjustified delay in making enquiries about allegations of significant harm to a child; or
- required by law or a court order to share information.

**Consent is not necessary** in cases where Children's Social Care are making child protection enquiries under section 47 of the Children Act 1989. Information needs to be shared with Children's Social Care; staff members must make sure to record what information has been shared.

**Consent is necessary, for:**

- Children's Social Care investigations or assessments of concerns under section 17 of the Children Act 1989. Children's Social Care will assume that we have obtained consent from the parents to share information unless we make them aware that there is a specific issue about consent. This must be discussed with a social worker in the Single Point of Advice.
- Early help (level 3) referrals and assessments. Assessments are undertaken with the agreement of the child and their parents or carers.

If you are in any doubt about the need for seeking consent, get advice from the DSL or from the Children's Social Care Single Point of Advice.

Keep a record of your decision to share information, with or without consent, and the reasons for it. Remember also that it is just as important to keep a record of why you decided not to share information as why you did so.

The Admissions Registrar and the DSL are responsible for the transfer of information as students enter and leave the School and will transfer information appropriately and in accordance with due process.

#### **USE OF MOBILE PHONES AND CAMERAS**

Reference should be made to the School's Use of Camera and Images Policy for details of use of mobile phones and Cameras to protect and safeguard children.

The Acceptable Use policy for staff can be found within the Staff Code of Conduct and the updated Staff Handbook 2020-21.

Whilst the use of mobile phones is not encouraged on the school site we acknowledge that some students may not adhere to the rules. Staff should be vigilant and report inappropriate use of 3G & 4G connectivity by any students that have been found to be using mobile devices.

#### **SITE SECURITY, VISITORS AND VISITING SPEAKERS**

All staff members have a responsibility to ensure our buildings and grounds are secure and for reporting concerns that may come to light.

The identity of all visitors and volunteers coming into school are checked and visitors are required to sign in and out in Reception (where a visitor log is kept) and to display a visitor's badge while on the School site. Any individual who is not known or identifiable should be verified by staff.

The School will not accept the behaviour of any individual, parent or anyone else, that threatens school security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the School site.

The content of the visiting speaker's presentation is discussed prior to their coming to the School to ensure it is appropriate and, whether it is necessary to consider the balance of perspectives for the children. A register of visiting speakers is retained.

#### **QUALITY ASSURANCE**

We will ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures. This will include periodic audits of child protection files and records by the DSL.

We will complete an audit of the School's safeguarding arrangements on an annual basis and SLT and Council will ensure that action is taken to remedy without delay any deficiencies and weaknesses identified in child protection arrangements.

### **POLICY REVIEW**

This policy and the procedures will be reviewed every academic year. All other linked policies will be reviewed in line with the policy review cycle. Linked policies are listed in Appendix J

## **APPENDIX A: TYPES OF ABUSE AND NEGLECT**

**All school staff should be aware that abuse, neglect, exploitation and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap with one another.**

**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. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or by another child or children.

**Emotional abuse** is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on the child's emotional development. It may involve:

- making a child feel worthless, unloved or inadequate
- only there to meet another's needs
- inappropriate age or developmental expectations
- overprotection and limitation of exploration, learning and social interaction
- seeing or hearing the ill treatment of another, e.g. domestic abuse
- making the child feel worthless and unloved - high criticism and low warmth
- serious bullying (including cyberbullying)
- exploitation or corruption

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

**Neglect** is the persistent failure to meet a child's basic physical 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 misuse. Once a child is born, it may involve a parent 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

Depending on the age and capacity of the child, staff should be aware of possible self-neglect, where a child may not be following medical guidance or taking medication as prescribed. Where this is the case this should be raised as a safeguarding concern.

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

**Physical abuse** may involve hitting, shaking, throwing, poisoning, burning, 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.

**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. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education

### **Child Sexual Exploitation (CSE)**

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology.

Like all forms of child sex abuse, child sexual exploitation:

- can affect any child or young person (male or female) under the age of 18 years, including 16 and 17 year olds who can legally consent to have sex;
- can still be abuse even if the sexual activity appears consensual;
- can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- can take place in person or via technology, or a combination of both;
- can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
- can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Some of the following signs may be indicators of child sexual exploitation:

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

There are three main types of CSE:

1. **Inappropriate relationships:** usually involving just one abuser who has inappropriate power - physical, emotional or financial - or control over a young person. The young person may believe they have a genuine friendship or loving relationship with their abuser.
2. **Partners:** Abusers groom the victim by striking up a normal relationship with them, giving them gifts and meeting in cafes and shopping centres. A seemingly consensual sexual relationship develops but later turns abusive. Victims are required to attend parties and sleep with multiple partners and threatened with violence if they try to seek help.
3. **Organised exploitation and trafficking:** Victims are trafficked through criminal networks - often between towns and cities - and forced or coerced into sex with multiple partners. They may also be used to recruit new victims. This serious organised activity can involve the buying and selling of young people. More information can be found in *Child Sexual Exploitation: Definition and a guide for practitioners* (DFE

2017)

### Child Criminal Exploitation (CCE)

Child Criminal Exploitation (CCE) CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The 19 victim may have been criminally exploited even if the activity appears consensual.

CCE does not always involve physical contact; it can also occur through the use of technology. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country, forced to shoplift or pickpocket, or to threaten other young people.

Some of the following can be indicators of CCE:

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

So called 'honour-based' violence including female genital mutilation and forced marriage.

### Female Genital Mutilation (FGM)

#### Risk Factors

- Low level of integration into UK Society
- Mother or sister has undergone FGM
- Girls are withdrawn from PSHEE
- Visiting female elder from country of origin
- Taken on long holiday to country of origin
- Talk about 'special' procedure and/or 'celebration' to become a woman

#### Symptoms of FGM having taken place

- Difficulty walking, sitting, standing - look uncomfortable
- Spending longer in toilet than normal - difficulty urinating
- Out of classroom with bladder/menstrual problems for long periods
- Frequent urinary, menstrual, stomach problems
- Prolonged or repeated absences from school with noticeable changes in behaviour (withdrawn or depressed) on return
- Reluctance to undergo normal medical examinations
- Confiding in a teacher/professional without being explicit about the problem due to fear or embarrassment
- Talking about pain or discomfort between legs

#### **Most significant countries for FGM:**

Burkina Faso, The Gambia, Sierra Leone, Djibouti, Guinea, Somalia, Egypt, Liberia, Sudan, Eritrea, Mali, Ethiopia, Mauritania

#### **FGM Mandatory reporting for teachers**

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases may face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should not be examining pupils or students, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies.

For the purposes of the mandatory reporting duty, a teacher is someone who undertakes teaching work as follows:

- planning and preparing lessons and courses for pupils;
- delivering lessons to pupils;
- assessing the development, progress and attainment of pupils; and
- reporting on the development, progress and attainment of pupils.

These activities are not teaching work if the person carrying out the activity does so (other than for the purposes of induction) subject to the direction and personal supervision of a qualified teacher or other person nominated by the School to provide such direction.

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the School’s Designated Safeguarding Lead (or deputy) who will involve SPOA and LADO in order to assess whether to activate local safeguarding procedures using existing, national and local protocols. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

#### **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. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, with pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email [fm@fco.gov.uk](mailto:fm@fco.gov.uk).

### Mental Health Concerns resources

- Department for Education guidance on [mental health and behaviour in schools](#) for more information.
- <https://www.mind.org.uk>

## **APPENDIX B: SUPPORTING CHILDREN**

Our school will support pupils by:

- ensuring the content of the curriculum includes social and emotional aspects of learning
- ensuring a comprehensive curriculum response to online safety, enabling children and parents to learn about the risks of new technologies and social media and to use these responsibly
- filtering and monitoring internet use, to safeguard from potentially harmful and inappropriate online material
- ensuring that safeguarding is included in the curriculum to help children stay safe, recognise when they do not feel safe and identify who they might or can talk to
- providing pupils with a number of appropriate adults to approach if they are in difficulties
- supporting the child's development in ways that will foster security, confidence and independence
- encouraging development of self-esteem and self-assertiveness while not condoning aggression or bullying
- liaising and working together with other support services and those agencies involved in safeguarding children
- monitoring children who have been identified as having welfare or safeguarding concerns and providing appropriate support
- ensuring that all staff are aware of the early help process, and understand their role in it, including acting as the lead professional where appropriate
- ensuring that all staff understand the additional safeguarding vulnerabilities for certain groups of children or characteristics, and how to address them

Additional vulnerabilities and characteristics can include:

- Looked after children, including previously looked after children
- Children with special educational needs or disabilities
- Young carers
- Children showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
- Children frequently go missing from care or from home
- Children misusing drugs or alcohol themselves;
- Children at risk of modern slavery, trafficking or exploitation;
- Children in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
- Children who have returned home to their family from care;
- Children showing early signs of abuse and/or neglect;
- Children at risk of being radicalised or exploited;

- Privately fostered children

Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

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

### **Children with medical conditions**

- The statutory guidance Supporting Pupils at School with Medical Conditions 2015.
- The school will ensure that arrangements are in place to support children with medical conditions. These arrangements will be informed through liaison with the parents and medical professionals, where appropriate, and dependent on the age and capacity, the child as well.
- Most ongoing conditions will require an individual healthcare plan, unless it is agreed that this would be inappropriate and disproportionate.
- The healthcare plan will be shared with staff as necessary, to ensure that staff are aware of what arrangements are in place, as well as any emergency procedures.
- Systems are in place to ensure that the Designated Safeguarding Lead is kept informed of arrangements for children with medical conditions and is alerted where a concern arises, such as an error with the administering of medicines or intervention, or repeated medical appointments being missed, or guidance or treatments not being followed by the parents or the child.

### **APPENDIX C: PREVENT DUTY**

Staff should be aware of all vulnerable pupils and their susceptibility to being exploited by others.

#### **Early indicators of radicalisation or extremism may include**

- glorifying violence, especially to other cultures or faiths and/or advocating violence towards others
- showing sympathy for extremist causes
- Advocating messages similar to illegal or extremist literature and/or possession of illegal or extremist literature
- Out of character changes in dress, behaviour and peer relationships including increased secrecy, attempts to impose extremist views/practices on others and anti-western views that are accompanied by evidence of an extremist nature and/or graffiti, art work or writing that displays extremist themes.
- online searches or sharing extremist messages or social profiles;
- intolerance of difference including faith, culture, gender, race or sexuality.

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harm and abuse, protecting children from this risk is part of our schools' safeguarding approach.

- Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
- Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

- Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system.

The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology.

Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised.

As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral. The school's DSL (and DDSL) are aware of local procedures for making a Prevent referral.

**Further advice/support and on- line course on the Prevent Duty are:**

1. The Prevent Duty: Educare have an online training programme (see induction) also more information is available on <https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty> Department of Education Statutory Prevent Duty guidance:
2. The Channel General Awareness course can be accessed using the following web address: [http://course.ncalt.com/Channel\\_General\\_Awareness/01/index.html](http://course.ncalt.com/Channel_General_Awareness/01/index.html)

**APPENDIX D: ALLEGATIONS AND DISCLOSURES OF PEER ON PEER ABUSE**

At our school we believe that all children have a right to attend and learn in a safe environment. Children should be free from harm by adults in the school and other children. Peer on peer abuse does not occur in a vacuum, it occurs in a society where there are structures and norms that shape young people's views, experiences and behaviours, as well as responses to them. Gender can be a factor within peer on peer abuse, in that it is more likely that girls will be victims and boys perpetrators.

All peer on peer abuse is unacceptable and will be taken seriously, it will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". There are different forms of peer on peer abuse, such as:

- Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
- Sexting (also known as youth produced sexual imagery).
- **Upskirting**
- Sexual violence and sexual harassment.
- Initiation/hazing type violence and rituals.

All reports of peer on peer abuse will be reported to the DSL and recorded on the safeguarding files for each child involved. The DSL will analyse the information and take action as necessary and record the outcome. A risk and needs assessment will be done based upon the ESCC Protocol for Managing Peer on Peer Harmful Sexual Behaviour in Schools.

In the case of physical abuse, consideration will be given as to whether it may be appropriate for the School to make use of the behaviour or anti bullying policy and processes to resolve the issue.

In the case of sexting the School will follow the UK Council for Child Internet Safety (UKCCIS) advice for schools and colleges on responding to sexting incidents. Based upon this, when determining a response the School will consider:

- Whether there is an immediate risk to a young person or young people
- If a referral should be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person - in most cases, imagery will not be viewed
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms. This may be unknown.
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the young people involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved - in most cases parents will be involved

The School will always make a referral to the police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs)
- What is known about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the imagery is under 13
- There is reason to believe a young person is at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming

In the case of sexual violence or sexual harassment:

- The School recognise that reports of this nature are likely to be complex.
- All decisions will be made on a case-by-case basis, with the Designated Safeguarding Lead (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required.

Important considerations will include:

- The wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered;
- The nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- The ages of the children involved;
- The developmental stages of the children involved;
- Any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?;
- If the alleged incident is a one-off or a sustained pattern of abuse;
- Are there ongoing risks to the victim, other children, adult students or school or college staff; and
- Other related issues and wider context.

Initiation/hazing type violence and rituals are likely to be complex and may involve a range of behaviours. The School will manage reports of such activity on a case by case basis applying the same principles and considerations as outlined above for other types of peer on peer abuse.

### **Referrals to other agencies**

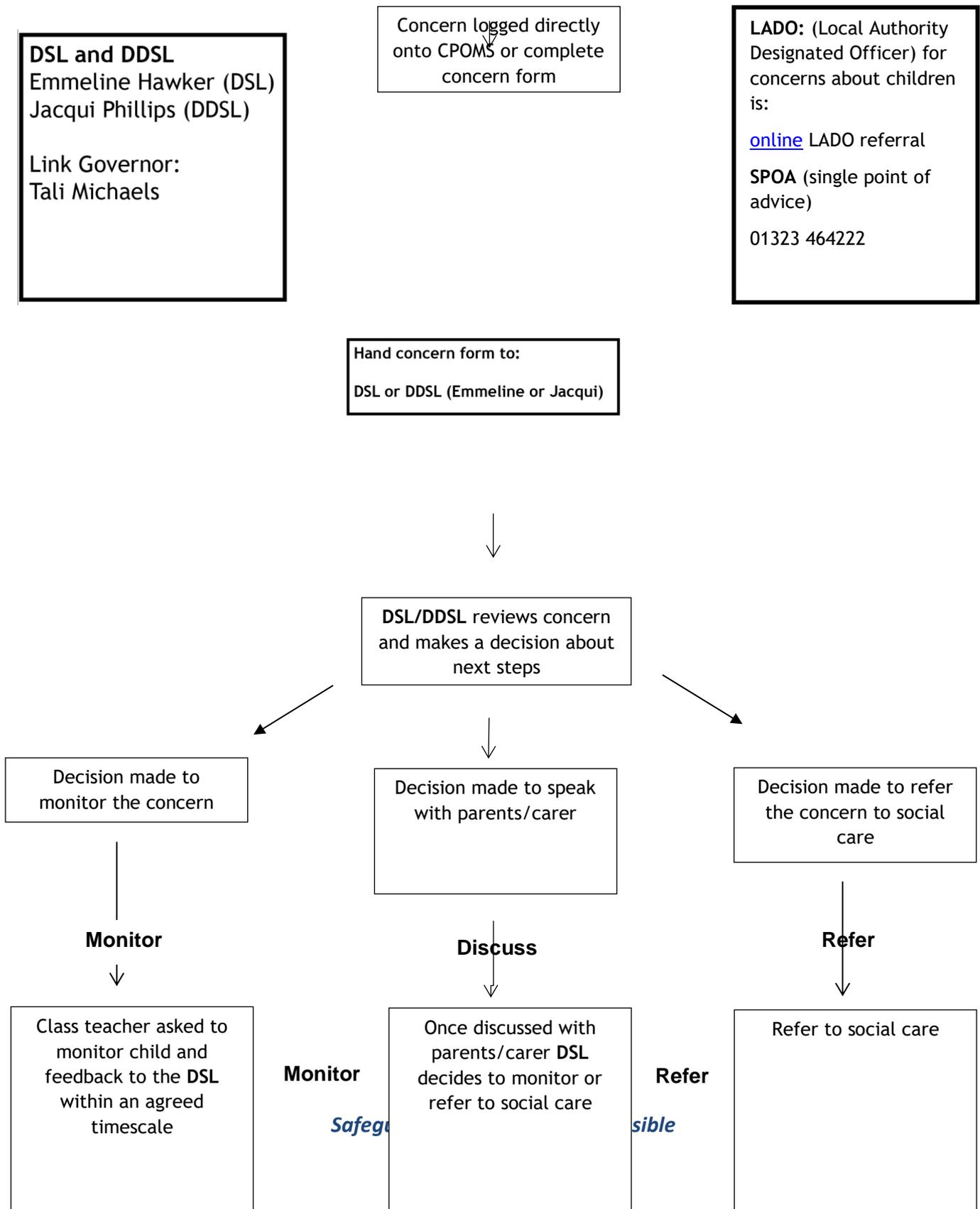
- Any report which involves activity which is suspected of being a crime: the School will refer to the police.
- Any report which involves activity which places a child at level 3 or 4 on the continuum of need: the School will refer to children's social care.
- The School will give consideration to what other agencies or resources might be of support to children and families, seeking consent and making referrals as necessary.

### **Responding to reports of peer on peer abuse**

All victims will be reassured that they are being taken seriously and that they will be supported and kept safe. When being made aware of a disclosure or report of peer on peer abuse all staff will:

- Not promise confidentiality
- Be supportive and respectful of the child;
- Listen carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions - where, when, what, etc;
- Record the facts as the child presents them, without reflecting the personal opinion of the note taker as such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation;
- If possible, have two members of staff present, (preferably one of them being the Designated Safeguarding Lead or a deputy). However, this might not always be possible; and informing the Designated Safeguarding Lead (or deputy), as soon as practically possible, if the DSL(or deputy) is not involved in the initial report.
- Staff will consider what support might be needed for the alleged perpetrators as well as the victims.

## APPENDIX E: FLOW CHART FOR RAISING SAFEGUARDING CONCERNS ABOUT A CHILD





Date	Person taking action	Action	Signature

Would you like feedback about this concern? Yes No Date Given.....

*Please pass this form to the Designated Safeguarding Lead (or a Deputy) when completed*  
**APPENDIX G: THE SAFEGUARDING CHILDREN CONTINUUM OF NEED - EAST SUSSEX - EARLY HELP**

The Safeguarding Children Continuum of Need has been developed so that everyone working with children in East Sussex has a common language for understanding the needs and risks surrounding children and their families. For example, if the school has concerns about a child and needs advice or support from the LADO or SPOA, the Continuum of Need is a guide to understand the school’s concerns and provide advice about what to do or to decide whether the child and family need social care involvement. The Continuum of Need does not replace professional judgement, but it is a guide to support decision-making and discussions between services and practitioners.

It is important that staff members are familiar with the Continuum of Need tool. It comes in two parts - a windscreen tool showing levels of need (see below) and an indicator tool (see below and link to digital resource) describing a range of conditions about the child and family that the school (and other practitioners the school has discussions with) can use to identify their level of need.

The Continuum of Need shows that a child’s or family’s additional needs can be on a range from none to very high, and that needs can shift from early help to child protection and back to preventative early help. It covers children whose needs are increasing as well as children whose needs are decreasing after Children’s Social Care involvement. The Continuum of Need will help practitioners to identify the right level of support for the child in the least intrusive way while keeping the child safe. There are four levels of need identified:

**Level 1**

- children who are achieving expected outcomes
- their needs are met by their parents and by accessing universal services such as health and education
- they do not have additional needs

**Level 2**

- children with additional needs
- parents need professional support or guidance to help them meet their children's needs
- extra support can usually be provided by agencies that already know the family, e.g. their pre-school, school or college or NHS community services such as Health Visiting

### Level 3

- children with multiple and complex needs
- children and parents need targeted early help or specialist services to meet the children's needs
- needs are met through multi-agency support and the use of Early Help Plans

### Level 4

- children with acute needs, including those in need of protection
- children and parents need multi-agency responses which include specialist intervention from Children's Social Care through the family assessment process

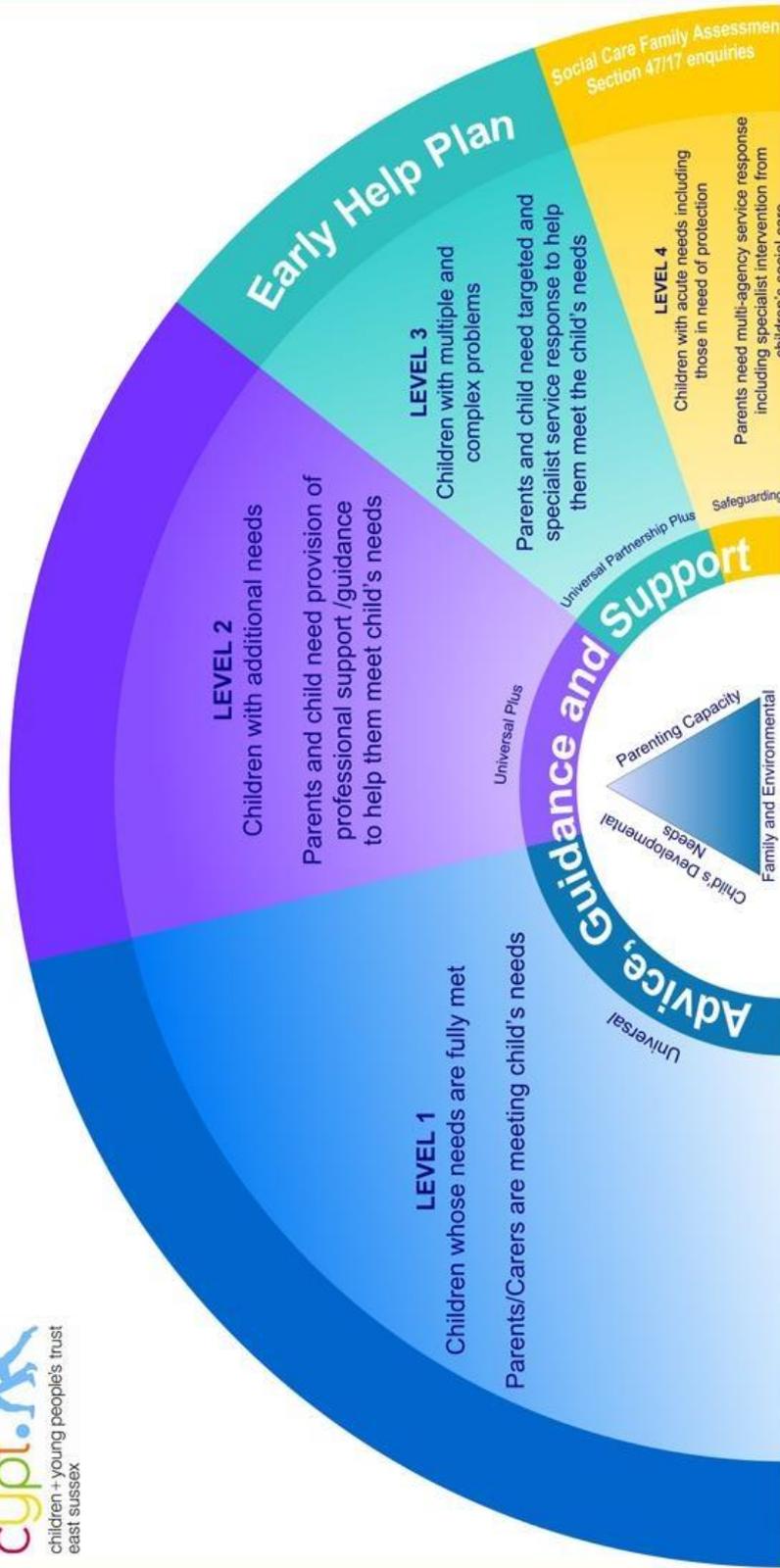
By referring to the Continuum of Need and indicators, the school can identify when assessment and support for a child and family need 'stepping up' to a referral to Social Care and when the needs of a child and their family have been reduced enough for them to be 'stepped down' to early help services.

## **CONTINUUM OF NEED PART 1: WINDSCREEN TOOL**

### **CONTINUUM OF NEED PART 2: LEVEL INDICATORS**

Reference should be made to the following: The East Sussex Continuum of Need Level Indicators, link:  
[https://sussexchildprotection.procedures.org.uk/assets/clients/1/Documents/eh\\_guidance\\_final.pdf](https://sussexchildprotection.procedures.org.uk/assets/clients/1/Documents/eh_guidance_final.pdf)

# Children's Safeguarding: Continuum of Need



- The continuum of need is intended to provide practitioners with a shared understanding and common language around needs and risks surrounding children and their families
- It is to be used alongside the continuum of need indicators which provide descriptors of need for each level
- The continuum doesn't replace professional judgement or assessment and planning tools

**Find the indicators and guidance on: [czone.eastsussex.gov.uk/continuum](https://czone.eastsussex.gov.uk/continuum)**

## APPENDIX H:

### MANAGING STAFF, **SUPPLY STAFF OR VOLUNTEER** ALLEGATIONS

The informant and the DSL/DDSL must make a written record of the informant's words (including time, date, place, where the alleged incident took place, what was said and anyone else present) which is signed and dated. These records are confidential and should not be shared with the person against who the allegation has been made.

The DSL must contact the LADO to discuss the matter providing full details of the person against whom a concern has been raised and the person who is the subject of the concern. A written record of such discussion must be kept. No decisions may be made without having had this discussion with the LADO.

Suspension should not be automatic but should be considered where children are at risk of serious harm or where the concern is so serious that it would result, if proven, in immediate dismissal. Alternatives to suspension (i.e. alternative deployment, deploying a staff member to work alongside them if practicable) should be considered. Should suspension be necessary, the staff member should be communicated with and given the reasons for suspension within 24 hours. Where the allegation relates to a member of staff (or someone living in their household) who is resident on the School premises and the decision is made to suspend the person pending a child protection investigation, suitable arrangements must be put in place to ensure the individual concerned does not come into contact with the children.

The member of staff will normally be informed as soon as possible after the result of any initial investigation authorised or conducted by the LADO. The information given will be based on the LADO's advice. The School has a duty of care to their employees and will provide effective support for any member of staff facing an allegation and provide the employee with a named contact (if suspended) to keep them informed of the likely course of action and the progress of the case.

The outcome of the investigation of an allegation will record whether it is substantiated, unsubstantiated, unfounded or malicious. If it is established that the allegation is unfounded or malicious, no details of the allegation will be retained on the individual's personnel file. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in accordance with DfE advice. In the event of a pupil or other person making a malicious allegation appropriate sanctions should be taken against them.

Parents or carers of a child or children involved should be told about the allegation as soon as possible but advice must be taken from the LADO before doing so to determine what information can be disclosed. Parents or carers should also be kept informed about the progress of the case, and told the outcome (where there is no criminal prosecution), including the outcome of any disciplinary process which they should be told of, in confidence. Parents and carers should also be made aware of the requirement to maintain confidentiality about any allegations made against teachers whilst investigations are ongoing. If they wish reporting restrictions removed, they should be told to seek legal advice.

Confidentiality is important during the investigation and advice will be taken from the LADO as to:

- how best to manage speculation, leaks and gossip,
- who needs to know what information and, exactly what information can be shared
- what information might be reasonable given to the wider community to reduce speculation; and
- how to manage press interest if, and when, it should arise.

No information will be given to the media or published that would identify any person under investigation unless or until the individual is charged with an offence.

Where the DSL and SLT, on the advice of the LADO, think that an individual has engaged in conduct that harmed (or is likely to harm) a child or otherwise poses a risk of harm to a child a referral must be made to the DBS.

False, unsubstantiated or malicious allegations should not be included on a reference. File records on Substantiated allegations should be kept for a period of 10 years or until retirement.

Where any allegation has been substantiated the school has the duty to inform the Department of Education and the NCTL.

## **APPENDIX I: ROLE OF THE DESIGNATED SAFEGUARDING LEAD**

The DSL is an appropriate senior member of staff drawn from the leadership team in order that they can take lead responsibility for safeguarding and child protection and have the appropriate status and authority within the School to carry out the duties of the post. It is important that the DSL is given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings - and/or to support other staff to do so - and to contribute to the assessment of children.

The activities of the designated safeguarding lead can be delegated to appropriately trained deputies, however, the ultimate lead responsibility for child protection, should not be delegated.

### **The role of the DSL is to:**

#### **Manage referrals:**

- refer cases of suspected abuse to the local authority children's social care as required;
- support staff who make referrals to local authority children's social care;
- refer cases to the Channel programme where there is a radicalisation concern as required;
- support staff who make referrals to the Channel programme;
- refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
- refer cases where a crime may have been committed to the Police.

#### **Work with others**

- liaise with SLT and Council Safeguarding holder to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the LADO, and 'case manager' at the local authority for child protection concerns (all cases which concern a staff member); and
- liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- act as a source of support, advice and expertise for staff.

#### **Training**

- The DSL and any deputies should undergo training to provide them with the knowledge and skills required to carry out the role. They must also undergo Prevent awareness training. DSL training should be updated at least every two years and should be refreshed regularly (at least annually) in order that they have sufficient knowledge to enable them to:
  - a. 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;
  - b. have a working knowledge of how local authorities 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;
  - c. ensure each member of staff has access to and understands the School's child protection policy and procedures, especially new and part time staff;
  - d. are alert to the specific needs of children in need, those with special educational needs and young carers;
  - e. are able to keep detailed, accurate, secure written records of concerns and referrals;
  - f. understand and support the School 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;
  - g. ensure that, as part of the requirement for staff to undergo regularly updated safeguarding training and the requirement to ensure children are taught about safeguarding, including online safety, that

online safety training for staff is integrated, aligned and considered as part of the overarching safeguarding approach.

- h. obtain access to resources and attend any relevant or refresher training courses; and
- i. Identify those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children-Section 17(10) Children Act 1989;
- j. encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them.

### **Raise Awareness**

In completing their role in raising awareness of Safeguarding and Child Protection the DSL should:

- ensure the School's child protection policies are known, understood and used appropriately
- ensure the School's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with Council regarding this
- ensure the Safeguarding and Child Protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the School in this and
- link with the local Authority to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

### **Child protection file**

It is the Designated Safeguarding Lead's responsibility to keep detailed, accurate and securely written records of safeguarding concerns. These records are confidential and should be kept separately from pupil records. They should include a chronology of concerns, referrals, meetings, phone calls and emails.

Where children leave the school, the DSL should ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt should be obtained.

### **Availability**

During term time the DSL (or a deputy) should always be available during school hours in order that staff can discuss any safeguarding concerns. In exceptional circumstances "available" may mean via phone and or Skype. Reception are able to locate and contact the DSL should individuals have any difficulty.

## **APPENDIX J: LINKED POLICES AND PROCEDURES**

The following policies are relevant for the Safeguarding and child protection policy and procedure:

- Administration of Medicines Policy
- Anti-Social Behaviour and Bullying Policy
- Anti-Radicalisation Policy
- Attendance and Children Missing Education Policy
- Upper School Behaviour & Sanctions Policy
- Lower School Behaviour & School Rules Policy
- Promoting Positive behaviour in Early Years Policy
- Boarding Procedures
- Concerns and Complaints Policy and procedure for parents
- Curriculum Policy and PSHEE Policy
- Drugs Policy
- Online Safety Policy
- Equality Policy
- Health and Safety Policy (and other linked policies and risk assessments)
- Pastoral Care Policy
- Positive Handling Policy
- Searching Pupils and Possessions Policy
- SEN-D Policy
- Special Educational Needs and Disabilities Policy
- Staff Code of Conduct
- Staff Recruitment and Selection Policy and procedures
- Use of Camera and images Policy
- Whistleblowing Policy

The following are relevant for Child Protection and Safeguarding policy and procedures:

- Keeping Records of Child Protection and Welfare Concerns: Guidance for Early Years Settings, Schools and Colleges
- Lost Children On and Off Site
- School Trip procedures and risk assessments
- Physical Education and Sports Guidance
- Premises Inspection Checklist
- Work Experience Handbook

## **APPENDIX K: ADDITIONAL CONTACT NUMBERS & LINKS**

East Sussex Local Safeguarding Children Board	Website: <a href="http://www.eastsussexlscb.org.uk/">http://www.eastsussexlscb.org.uk/</a> Contacts Page: <a href="https://sussexchildprotection.procedures.org.uk/yqkth/appendices/local-contact-details">https://sussexchildprotection.procedures.org.uk/yqkth/appendices/local-contact-details</a> Tel: 01273 481544                      Email: lscbcontact@eastsussex.gov.uk
East Sussex Children's Services MASH Eastbourne	Tel: 01323 747373
West Sussex MASH; Multi Agency Support Hub	Website: MASH@westsussex.gcsx.gov.uk Tel: 01403 229900
Kent County Council Special Children's Services	Website: <a href="http://www.kent.gov.uk/social-care-and-health/care-and-support/how-to-get-help#tab-1">http://www.kent.gov.uk/social-care-and-health/care-and-support/how-to-get-help#tab-1</a> Tel: 0300 0411 111                      Email: central.duty@kent.gov.uk
Sussex County Council CSMASH Children's Services Multi Agency Support Hub	Website: <a href="http://www.westsussexscb.org.uk/professionals/working-together/contacts-for-referral/">http://www.westsussexscb.org.uk/professionals/working-together/contacts-for-referral/</a> Tel: 01403 229900                      Email: MASH@westsussex.gcsx.gov.uk
Brighton & Hove MASH	Tel: 01273 290 400 Email: <a href="mailto:FrontDoorForFamilies@brighton-hove.gcsx.gov.uk">FrontDoorForFamilies@brighton-hove.gcsx.gov.uk</a> Online referral form; <a href="https://selfservice.brighton-hove.gov.uk/AchieveForms/?mode=fill&amp;form_uri=sa">https://selfservice.brighton-hove.gov.uk/AchieveForms/?mode=fill&amp;form_uri=sa</a>
Support & Advice about Extremism	Sussex Police Prevent Team <a href="mailto:prevent@sussex.pnn.police.uk">prevent@sussex.pnn.police.uk</a>
Channel SPOC (Single Point of Contact)	Martin Sapwell 07825 298 393
Disclosure & Barring Service	Address: PO Box 181, Darlington, DL1 9FA Tel: 01325 953795                      Email: <a href="mailto:dbsdispatch@dbs.gsi.gov.uk">dbsdispatch@dbs.gsi.gov.uk</a>
NSPCC whistleblowing advice line	<a href="https://www.nspcc.org.uk/what-you-can-do/report-abuse/">https://www.nspcc.org.uk/what-you-can-do/report-abuse/</a> Address: Weston House, 42 Curtain Rd London, EC2A 3NH.    Tel: 0800 0280285 Email: <a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a>
Ofsted Safeguarding Children	Tel: 0300 123 4666 (Mon - Fri 8am -6pm)

## Appendix L:

Under the current COVID-19 Guidelines, certain adjustments have been made to comply with social distancing, handwashing and ventilation. Risk assessments have been carried out to identify and mitigate any safeguarding concerns.

- Toilets  
Toilet blocks have been designated for different year group bubbles. Some toilets are mixed gender use and as such staff awareness and supervision in the toileting areas has been increased.
- Fire doors  
Internal fire doors are open to improve air circulation and reduce contact “touch points” on doors handles and locks.
- Front doors  
Main building front doors are to remain open for parts of the school day to reduce bottlenecks and contact.
- Access to the school site for parents has been greatly reduced. Manned gates are currently in use for parents to pass their children over to waiting teachers and staff members.

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Council Chair  
William Forward

Policy Issue Date: Sept 2020

[1] Children aged 12 or over may generally be expected to have sufficient understanding. Younger children may also have sufficient understanding. All people aged 16 and over are presumed, in law, to have the capacity to give or withhold their consent, unless there is evidence to the contrary.