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Hassocks

SAFEGUARDING AND CHILD PROTECTION POLICY

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Next Review: 01 September 2019

Policy Written By: Jen Weeks

SAFEGUARDING & CHILD PROTECTION POLICY

The Governors and staff at LVS Hassocks School are committed to providing a safe and happy learning environment, promoting equality and diversity and ensuring the wellbeing of all members of the community. It is their clear intention to promote good behaviour and to exercise their responsibilities in ensuring the safeguarding and welfare of all students and staff within the community.

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KEY CONTACTS WITHIN THE SCHOOL

DESIGNATED SENIOR LEAD (DSL)

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DEPUTY DESIGNATED SENIOR LEADS

Name: Rachel Smith (Assistant Head) Rachel.smith@lvs-hassocks.org.uk

Name: Clare Sharpe Clare.sharpe@lvs-hassocks.org.uk

Name: Amanda Mills (Nurse) Amanda.mills@lvs-hassocks.org.uk

Name: Lou Parrish (LSA) Lou.parrish@lvs-hassocks.org.uk

Name: Lisa Ward Lisa.ward@lvs-hassocks.org.uk

Name: Steve Mew (Office Manager) steve.mew@lvs-hassocks.org.uk

NOMINATED GOVERNOR FOR CHILD PROTECTION

NAME: Anita Adams

Licensed Trade Charity

Heatherley, London Road

Ascot, Berkshire, SL5 8DR

01344-884440

KEY CONTACTS WITHIN THE LOCAL AUTHORITY

West Sussex

REFERRAL INTO CHILDREN'S SOCIAL CARE

Where the school has an **URGENT** and **IMMEDIATE** concerns for the safety and welfare of a child or young person during office hours, then the child's Local Authority needs to be notified via their MASH team. LVS Hassocks, falls under the West Sussex Local Authority and can be contacted on telephone: **01403 229900**

Or:

Multi Agency Safeguarding Hub

Email: mash@westsussex.gcsx.gov.uk

To make **URGENT** referrals **OUT OF OFFICE HOURS** (5pm-9am) Tel:**03302226664**

1. Introduction

1.1 The Governing Body, the Head and all staff of LVS Hassocks ('the School') and the Licensed Trade Charity ('the Charity') are committed to the physical, emotional and spiritual well-being of all the children in their care. Both children and adults need a safe and secure environment in which to live and work. The policy applies to **ALL** members of the School community and is relevant to all students including boarders. It applies whenever staff and volunteers are working with students even where this is away from the School on educational visits.

A copy of this policy is available on the www.lvs.hassocks.sch.uk/Policies and can be provided in more accessible format, if required.

1.2 This policy has been developed in accordance with the principles established by the Children Acts 1989 and 2004; the Education Act 2002, Childcare Act 2006 and in line with government publications: 'Working Together to Safeguard Children' 2015, Revised Safeguarding Statutory Guidance 2 'Framework for the Assessment of Children in Need and their Families' 2000, National Minimum Standards for Boarding Schools' 2015; 'What to do if You Are Worried a Child is Being Abused' 2015. The guidance reflects, both 'Keeping Children Safe in Education' 2018 and West Sussex Safeguarding Children Board (LSCB) Child Protection Procedures.

1.3 The Governing body takes seriously its responsibility under section 157 of the Education Act 2002 to safeguard and promote the welfare of children; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support those children who are suffering harm.

1.4 This policy is written in the recognition that West Sussex Child Protection procedures are followed in line with West Sussex Local Safeguarding Children Board (LSCB) expectations. This policy and the accompanying procedure have been developed in accordance with the following statutory guidance and local safeguarding procedures:

- *Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children, July 2018*
- *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2018*
- *Pan-Sussex Child Protection and Safeguarding Procedures*
- *Information sharing: advice for practitioners providing safeguarding services to children, young people, parents and carers, July 2018*

1.5 We recognise that all adults, including temporary staff¹, volunteers and governors, have a full and active part to play in protecting our students from harm, and that the child's welfare is our paramount concern.

1.6 We recognise that the role of boarding staff including Head of House, residential support workers (RSW) and Waking Night Staff is both physically, emotionally and

¹ Wherever the word "staff" is used, it covers ALL staff on site, including ancillary supply and self-employed staff, contractors, volunteers working with children etc., and governors

mentally difficult. Boarding staff receive regular supervision to support them in their role.

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

1.8 The aims of this policy are:

- 1.8.1 To support the child's development in ways that will foster security, confidence and independence.
- 1.8.2 To provide an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties, believing they will be effectively listened to.
- 1.8.3 To raise the awareness of all teaching and non-teaching staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse (Appendix 1 and 4)
- 1.8.4 To provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
- 1.8.5 To emphasise the need for good levels of communication between all members of staff.
- 1.8.6 To develop a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- 1.5.7 To develop and promote effective working relationships with other agencies, especially the Police and Social Care.
- 1.5.8 To ensure that all staff working within our school who have substantial access to children have been checked as to their suitability, including verification of their identity, qualifications, and a satisfactory DBS check (according to guidance)², and a central record is kept for audit.

2.0 Safe School, Safe Staff

2.1 We will ensure that:

- 2.1.1 All members of the governing body understand and fulfil their responsibilities, namely to ensure that:
- 2.1.2 There is a Child Protection and Safeguarding Policy together with a staff behaviour (code of conduct) policy
- 2.1.3 The school operates safer recruitment procedures by ensuring that there is at least one person on every recruitment panel that has completed Safer Recruitment training
- 2.1.4 The school has procedures for dealing with allegations of abuse against staff and volunteers and to make a referral to the DBS if a person in regulated activity has been dismissed or removed due to safeguarding concerns, or would have had they not resigned.

² Guidance regarding DBS checks recently updated by the Protection of Freedoms Act 2012
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- 2.1.5 A senior leader has been appointed as the Designated Safeguarding Lead (DSL)
- 2.1.6 The DSLs undertake interagency training and the 'Update' Course every 2 years
- 2.1.7 In addition to 2.1.6, the DSLs will undergo training to provide them with the knowledge and skills required to carry out the role. Their knowledge and skills should be updated via regular training, at appropriate intervals, as and when required, (but at least annually), to keep up with any developments relevant to their role.
- 2.1.8 Ensure the continued professional development of the designated and deputy designated through at least annual update training (including network meetings and briefings).
- 2.1.9 Recognise the importance of the role of the designated person/s and ensure they have the time, training and support necessary to undertake their duties which include, providing advice and support to staff, taking part in inter-agency meetings and contributing to the assessment of children in need.
- 2.1.10 Ensure every member of staff, paid and unpaid, and the governing body knows who the designated members of staff are and the procedures for passing on concerns from the point of induction. Posters advertising who the designated members of staff are posted in reception and around the School to remind all who these key people are.
- 2.1.11 Ensure every member of staff, paid and unpaid, and the governing body knows what the contingency arrangements are for when the designated members of staff are not available.
- 2.1.12 Ensure that the designated members of staff take advice from a child protection specialist when managing complex cases. The Emergency Duty Team (out of hours) is also available (see Useful Contacts, Appendix 12)
- 2.1.13 Ensure there is a nominated governor for safeguarding and child protection who has undertaken appropriate training.
- 2.1.14 Ensure every member of staff and every governor knows:

- the name of the designated person/s and their role
- how to identify the signs of abuse and neglect
- how to pass on and record concerns about a student
- that they have an individual responsibility to be alert to the signs and indicators of abuse and for referring child protection concerns to the Designated Person/s
- that they have a responsibility to provide a safe environment in which children can learn
- where to find the local Child Protection Procedures

- 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
- Previously looked after children
- Care leavers
- 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

2.1.15 Induction training includes clear procedures on all aspects of safeguarding including reporting any concerns within the school about a member of staff that will be reported to the DSL as highlighted in the Whistleblowing policy

2.1.16 Staff members receive regular safeguarding and child protection updates (for example, via email, e-bulletins, staff meetings), as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively or within two months of starting.

2.1.17 Any weaknesses in Child Protection are remedied immediately

2.1.18 A member of the Governing Body, usually the Chair, is nominated to liaise with the LA on Child Protection issues and in the event of an allegation of abuse made against the Head of School

2.1.19 Child Protection policies and procedures are reviewed annually and that the Child Protection and Safeguarding policy is available on the school website or by other means

2.1.20 The Governing Body considers how children may be taught about safeguarding. This may be part of a broad and balanced curriculum covering relevant issues through personal social health and economic education (PSHE)

2.1.21 That enhanced DBS checks are in place for Chairs of Governors of independent, academies and non-maintained special schools

2.1.22 The DSL has completed Prevent Training identifying the risk of radicalization.

2.2 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
- 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 2018
- 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.

2.3 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 West Sussex. In these circumstances, any action taken should be shared with the DSL (or deputy) as soon as is practically possible.

2.4 The DSL will undergo updated safeguarding and child protection training every two years. In addition to this their knowledge and skills will be updated regularly, and at least annually, to keep up with developments relevant to the role.

2.5 All staff members of the school will receive appropriate safeguarding and child protection training (whole-school training) which is regularly updated. The DSL will provide briefings to the school on any changes to safeguarding and child protection legislation and procedures

and relevant learning from local and national serious case reviews as required, but at least annually.

- 2.6 Staff members who miss whole school training will be required to undertake other relevant training to make up for it, e.g. by joining another school's whole-school training, or receiving 1:1 training from the DSL. The DSL will be responsible for arranging this.
- 2.7 The nominated governor for safeguarding and child protection will attend Governor Services training prior to or soon after appointment to the role; this training will be updated every three years.
- 2.8 We will ensure that staff members provided by other agencies and third parties, e.g. supply teachers and contractors, have received appropriate safeguarding and child protection training commensurate with their roles before starting work. They will be given the opportunity to take part in whole-school training if it takes place during their period of work for the school.
- 2.9 On the first occasion which staff members provided by other agencies and third parties, e.g. supply teachers and contractors come to our school to work; they will be provided with details of the safeguarding arrangements at our school, which will include identifying the DSL and the process for reporting welfare concerns.
- 2.10 The School has a number of trained designated persons and trained deputies to advise the Head of School and staff and to offer advice and information. The Designated Safeguarding Leads (DSLs) at the School are:

- Ms Jen Weeks, Deputy Head
- Mrs Kirstie Hayes, Head of Boarding
- Miss Clare Sharpe
- Ms Sam Palmer
- Ms Lou Parrish
- Ms Heather Sinfield
- Ms Lisa Ward
- Mr Steve Mew
- Mrs Rachel Smith
- Ms Amanda Mills

The names of the DSLs will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring welfare and safeguarding concerns. Photographs of the DSL team are displayed in the school reception, as well as in each classroom and the staffroom

- 2.10.1 The DSLs who are involved in recruitment and at least one member of the governing body will also complete Safer Recruitment Training. This will be repeated every 5 years.

- 2.10.2 All members of staff and volunteers are provided with child protection and safeguarding awareness information at induction, including in their arrival pack, the school safeguarding statement so that they know who to discuss a concern with.
- 2.10.3 All members of staff are trained in and receive regular updates in online safety and reporting concerns
- 2.10.4 All staff complete Regulatory Child Protection and Safeguarding training.
- 2.10.5 All staff complete the online Prevent Duty awareness training.
- 2.10.6 All other staff and governors, have child protection and safeguarding awareness training, updated by the DSL as appropriate, to maintain their understanding of the signs and indicators of abuse.
- 2.10.7 All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's Child Protection Policy.
- 2.10.8 We will ensure that child protection type concerns or allegations against adults working in the school are referred to the LADO³ for advice, and that any member of staff found not suitable to work with children will be notified to the Disclosure and Barring Service (DBS)⁴ for consideration for barring, following resignation, dismissal, or when we cease to use their service as a result of a substantiated allegation, in the case of a volunteer.
- 2.10.9 The School will consider whether to make a referral to the Teaching Regulation Agency (TRA) where a teacher has been dismissed (or would have been had they not resigned) and a prohibition order may be appropriate.
- Our procedures will be regularly reviewed and updated.
 - The name of the designated members of staff for Child Protection, the Designated Safeguarding Lead and deputies, will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
 - All new members of staff will be given a copy of our safeguarding statement, and child protection policy, with the DSLs' names clearly displayed, as part of their induction into the school.
 - The policy is available publicly either on the school website or by other means.

3.0 Responsibilities

Managing referrals

³ LADO Local Authority Designated Officer for allegations against staff. The LADO for West Sussex County Council is Lindsey Tunbridge-Adams. Tel: 0330 222 3339. Email: Lindsey.Tunbridge-Adams@westsussex.gov.uk

⁴ Contact the LADO for guidance in any case

3.1 The designated safeguarding lead will:

Refer cases of suspected abuse to West Sussex children's social care as required.

- Support staff who make referrals to West Sussex 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.
- Refer cases where a crime may have been committed to the Police as required.
- Liaise with agencies providing early help services and coordinate referrals from the school to targeted early help services for children in need of support. Monitor any cases referred to early help and consider referral to children's services where the situation does not improve.

Deputy DSL's who are on the SLT, will take on the role of designated safeguarding in the absence of Jen Weeks. They are available to cover the role of the designated safeguarding lead when she is unavailable.

4 Work with others

4.1 The designated safeguarding lead will:

- Liaise with the Head of School to inform them of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- As required, liaise with the "case manager" and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member.
- Liaise with staff (especially support staff, school nurses, IT Technicians) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies.
- Act as a source of support, advice and expertise for all staff.
- Cooperate with Children's Social Care for enquiries under section 47 of the Children Act 1989.

- Attend, or ensure other relevant staff members attend, child protection conferences, core group meetings and other multi-agency meetings, as required.
- Liaise with other agencies working with the child, share information as appropriate and contribute to assessments.

5 Training

5.1 The designated safeguarding lead (and any deputies) will undergo training to provide them with the knowledge and skills required to carry out the role. This training will be updated at least every two years.

5.2 The DSL will undertake Prevent awareness training.

5.3 In addition to the formal training set out above, their knowledge and skills will be refreshed (this might be via e-bulletins, meeting other DSLs, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, and at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and statutory intervention, including the West Sussex continuum of need and the SPOA referral arrangements.
- Have a working knowledge of how West Sussex children's social care conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
- Ensure each member of staff has access to, and understands, the schools safeguarding and child protection policy and procedures, especially new and part time staff.
- Organise whole-school safeguarding and child protection training for all staff members regularly, and provide updates at least annually. Ensure staff members who miss the training receive it by other means, e.g. by joining another schools training.
- Are alert to the specific needs of children in need, those with special educational needs and young carers.
- Are able to keep detailed, accurate, secure written records of concerns and referrals
- 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.

- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college.
- Can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online.
- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.
- Maintain accurate records of staff induction and training.

6 Raise Awareness

6.1 The designated safeguarding lead will:

- Ensure the schools safeguarding and child protection policies are known, understood and used appropriately.
- Ensure the schools safeguarding and child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies 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.
- Link with the West Sussex LSCB to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

7 Child protection file

7.1 Where children leave the school the DSL will ensure their safeguarding and child protection file is transferred to the school as soon as possible (WSCC best practice is that this should be actioned within five working days). This should be transferred separately from the main student file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools should ensure key staff such as DSLs and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

- 7.2 In addition to the safeguarding and child protection file, the DSL will also consider if it would be appropriate to share any information with the new school in advance of a child leaving. For example, information that would allow the new educational establishment to continue supporting victims of abuse and have that support in place for when the child arrives.

8 Availability

- 8.1 During term time the DSL or a deputy will always be available (during school hours) for staff in the school to discuss any safeguarding concerns.
- 8.2 Where any activities take place outside of regular school hours, the school will ensure that a DSL is available to be contacted during this time.

9 QUALITY ASSURANCE

- 9.1 Monitor the implementation of and compliance with policy and procedures, including periodic audits of child protection and welfare concerns files (at a minimum twice a year).
- 9.2 Provide regular reports, to the governing body detailing changes and reviews to policy, training undertaken by staff members and the number of children with child protection plans and other relevant data.
- 9.3 Take lead responsibility for remedying any deficiencies and weaknesses identified in safeguarding and child protection arrangements.

10 The Role of the Governing Body

- 10.1 The Governing Body is accountable for ensuring LVS Hassocks has effective policies and procedures in place, and monitoring the school's compliance with them, through an annual review.
- 10.2 At any time, the Governing Body will remedy without delay any weaknesses in regard to child protection arrangements that are brought to their attention.
- 10.3 **Anita Adams** is the nominated governor for child protection, and understands her role in keeping the rest of the Governing Body abreast of any developments, and liaising with the LADO in the event of an allegation against the Head of School.

11 Supporting Children

We recognise that a child who is abused or who witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.

We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm. We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

Our school will support all children by:

- Encouraging self-esteem and self-assertiveness, through the curriculum as well as our relationships, whilst not condoning aggression or bullying.
- Promoting a caring, safe and positive environment within the school.
- Liaising and working together with all other support services and those agencies involved in the safeguarding of children.
- Notifying Social Care as soon as there is a significant concern.
- Providing continuing support to a child about whom there have been concerns who leaves the school by ensuring that appropriate information is copied under confidential cover to the child's new setting and ensuring the school medical records are forwarded as a matter of priority

12. Confidentiality

- 12.1 We recognise that all matters relating to child protection are confidential.
- 12.2 The Head of School or DSLs will disclose any information about a child to other members of staff on a need to know basis only.⁵
- 12.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 12.4 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. We will always undertake to share our intention to refer a child to Social Care with their parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with an Assistant Team Manager at the Children's Services Area Team on this point.

13. Procedure for Responding to Suspected Abuse

- 13.1 Children rarely disclose abuse, and it is up to staff to apply their training to recognise signs and information which suggests abuse may be occurring. Information may come from a variety of other sources.
- 13.2 Children may begin to disclose abusive experience to trusted adults in any setting or situation that serves to trigger memories, so staff members may be completely unprepared or pre-occupied with other matters when they do. All staff are advised, however, that it is vital that the child is listened to with sensitivity, and that the adult is able to project empathy and understanding whatever the child's emotional state (Appendix 7)
- 13.3 In all matters of suspected abuse, it is important to facilitate an open account, and not to question a child. No promises of confidentiality should be made to a child, rather that if matters are reported which are of concern, they will need to be shared with the DSL in order to secure the best help.

⁵ Guidance about sharing information, can be found in the DfE booklet 'Information sharing guidance for practitioners and managers' DCSF-00807-2008

Disclosures should be recorded with as much accuracy as possible after the event, using the child or discloser's actual words, and forwarded to the DSL using the Pink Form as soon as possible in order that a referral can be made to social care within 24 hours. If the abuse is alleged to have been by a member of staff, the information should normally be passed to the Head of School in the first instance, rather than the DSL (Appendix 9).

- 13.4 The DSL will consult the Multi Agency Safeguarding Hub regarding a referral, and where one is accepted, will contribute to the inter-agency safeguarding strategy meeting that will determine what action must be taken. The DSL will not undertake further enquiries without the agreement of social care, or where relevant the police, where a referral has been accepted by them. Whether a referral to Children's Services is carried out or not the DSL receiving the allegation must discuss the situation and reason for referring or not with another member of the Safeguarding team.
- 13.5 Where exceptionally the DSL does not feel a referral to social care is required, but the person sharing the concern disagrees, that person may decide to make the referral themselves
- 13.6 Detailed confidential notes, with full chronology, with reference to the reason for decisions, actions, etc. should always be made, signed and dated, and be filed in the child's own child protection file. This must be kept securely with limited access to the DSL. Confidential information should be shared on a 'need to know' basis only.
- 13.7 Where a child, who has not suffered and is not considered likely to suffer significant harm, is nevertheless considered to be in need of additional support from one or more agencies, an inter-agency assessment will be made using local processes, including use of the Early Help Plan and Team around the Child (TAC) approaches.
- 13.8 Children may be harmed by other children. A bullying incident will be treated as a child protection concern where there is reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. There may also be occasions when a student's behaviour warrants a response under these procedures rather than the School's Behaviour Management Policy.

14 Supporting Staff

14.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

14.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

15 Allegations against staff

15.1 All school staff and volunteers should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults.

- 15.2 All Staff and volunteers should be aware of the school’s own Staff Conduct Policy.
- 15.3 Guidance about conduct and safe practice, including safe use of mobile phones by staff and volunteers will be given at induction⁶
- 15.4 We understand that a student may make an allegation against a member of staff or volunteer.
- 15.5 If such an allegation is made, or information is received which suggests that a person may be unsuitable to work with children, the member of staff receiving the allegation or aware of the information, will immediately inform the Head of School ⁷(Appendix 15.) The school will follow the procedures set out in Part four of Keeping Children Safe in Education.
- 15.6 The Head of School and/or DSL on all such occasions will discuss the content of the allegation with the Local Authority Designated Officer (LADO)⁸ at the earliest opportunity (This will ordinarily take place within in one working day of receiving the allegation).
- 15.7 If the allegation made to a member of staff concerns the Head of School, the person receiving the allegation will immediately inform the Chair of Governors who will consult as in 9.6 above, without notifying the Head of School first.
- 15.8 The school will follow the West Sussex procedures for managing allegations against staff.
- 15.9 Suspension of the member of staff, excluding the, Head of School against whom an allegation has been made, needs careful consideration, and the Head of School will seek the advice of the LADO and HR Consultant in making this decision.
- 15.10 In the event of an allegation against the Head of School, the decision to suspend will be made by the Chair of Governors with advice as in 9.8 above.
- 15.11 The school will ensure that any disciplinary proceedings against staff relating to child protection matters are concluded in full even when the member of staff is no longer employed at the school and that notification of any

⁶ Refer to “Guidance for Safe Working Practice for the Protection of Children and Staff in Education Settings” available on the DfE website.

⁷ or Chair of Governors in the event of an allegation against the Head of School

⁸ Duty LADO Tel 0330 222 3339 Email: Lindsey.Tunbridge-Adams@westsussex.gov.uk

concerns is made to the relevant authorities and professional bodies and included in references where applicable

- 15.12 Staff who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.
- 15.13 Consideration will be given to the needs of the child and a recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.
- 15.14 The school will ensure that all staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with students and parents/carers as advised within the Schools Code of Conduct. As part of the Induction process, all staff will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable.
- 15.15 The school will ensure that staff and volunteers are aware that sexual relationships with students aged under 19 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Trust).
- 15.16 The school will ensure that communication between students and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny.

16 Whistleblowing

- 16.1 We recognise that children cannot be expected to raise concerns in an environment where staff fail to do so.
- 16.2 All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If it becomes necessary to consult outside the school, they should speak in the first instance, to the LADO following the Whistleblowing Policy.
- 16.3 Whistleblowing re the Head of School should be made to the Chair of the Governing Body whose contact details are readily available to staff (as pertinent to setting).
- 16.4 Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them The NSPCC whistleblowing helpline is available for staff who do not feel able to raise concerns regarding child protection failures

internally. Staff can call: 0800 028 0285 – the line is available from 8.00 am to 8.00 pm, Monday to Friday and email: help@nspcc.org.uk

17 Physical Intervention

- 17.1 Such events should be recorded and signed by a witness.
- 17.1 We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.
- 17.1 There are circumstances when it will be appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between students or blocking a student's path, or active physical contact such as leading a student by the arm out of the classroom.
- 17.1 Further guidance on the use of reasonable force and positive handling should be sought within the behaviour policy
- 17.1 When managing incidents of positive handling the school will consider whether to liaise with the LADO, where it is thought that the physical intervention may lead to an allegation.

18. DEFINITIONS

- 18.1 **Abuse**, including neglect, is a form of maltreatment. A person may abuse or neglect child by inflicting harm or by failing to prevent harm. Children may be abused within their family, 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 another child or children.
- 18.2 **Children** are any people who have not yet reached their 18th birthday; a 16-year-old, whether living independently, in further education, in the armed forces or in hospital, is a child and is entitled to the same protection and services as anyone younger.
- 18.3 **Child protection** is part of safeguarding and promoting the welfare of children and refers to activity undertaken to protect specific children who are suffering, or likely to suffer, significant harm.
- 18.4 **Early help** means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years to teenage years.

18.5 **Harm** is ill treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill treatment of another.

18.6 **Safeguarding children** is the action we take to promote the welfare of children and protect them from harm. **Safeguarding and promoting the welfare of children** is defined in *Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children: July 2018*

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

19. CATEGORIES OF ABUSE

19.1 **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.

19.2 **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

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

19.3 **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.

- 19.4 **Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. Activities may involve physical contact, including penetration of any part of the body, or non-penetrative acts. They may include non-contact activities, such as involving children looking at or in the production of sexual images, including on the internet, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.
- 19.5 Child sexual exploitation is also sexual abuse; it involves children and young people receiving something, for example accommodation, drugs, gifts or affection, as a result of them performing sexual activities, or having others perform sexual activities on them. It could take the form of grooming of children, e.g. to take part in sexual activities or to post sexual images of themselves on the internet.
- 19.6 Sexual abuse is not solely perpetrated by adult males. Women can also collude with and commit acts of sexual abuse, as can other children.

20 SPECIFIC SAFEGUARDING ISSUES

- 20.1 School staff members need to be aware of specific safeguarding issues and be alert to any risks. Chapter 8 of the *Pan-Sussex Child Protection and Safeguarding Procedures* - <https://sussexchildprotection.procedures.org.uk/page/contents> has detailed information about specific issues such as child sexual exploitation, fabricated or induced illness, female genital mutilation, children who harm other children, private fostering, etc, and the local procedures to respond to risks.

20.2 Children and the court system

- 20.2.1 Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.
- 20.2.2 Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.
- 20.2.3 Schools need to be mindful of the stress of these situations and signposting parents to external resources where necessary. Equally the impact upon staff of managing these situations also needs to be considered.

20.3 Children missing from education

20.3.1 All staff should be 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 child criminal exploitation. 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.

20.3.2 The school must inform the local authority of any student who fails to attend regularly, or has been absent without the schools permission for a continuous period of 10 schools days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

20.3.3 All staff should be aware of the school's unauthorised absence and children missing from education procedures.

20.4 Children with family members in prison

20.4.1 Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

20.5 Child sexual exploitation

20.5.1 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.

20.5.2 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.

20.6 Child criminal exploitation: county lines

20.6.1 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, 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;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation.

20.6.2 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.

20.7 Domestic abuse

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

20.7.2 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

20.7.3 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.

20.8 Homelessness

20.8.1 Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

20.8.2 The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

20.8.3 In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the

designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances.

20.9 So-called 'honour-based' violence

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

20.10 Actions

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

20.11 FGM

20.11.1 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.

20.12 FGM mandatory reporting duty for teachers

20.12.1 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 will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining 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. Information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information.

20.12.2 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 schools designated safeguarding lead (or deputy) and involve children's social care as appropriate. 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.

20.13 Forced marriage

20.13.1 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.

20.13.2 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 fmf@fco.gov.uk.

20.14 Further Information on Online Safety (use of ICT, the internet, mobile technology and social media)

20.14.1 The school has an Online Safety policy which includes guidance for all students in relation to Online Safety and using the internet and social media. There are appropriate filtering and monitoring systems in place. Staff are encouraged to report their concerns if they believe that children are using the internet, mobile technology or social media inappropriately (e.g. sexting). In these instances the DSL will review the circumstances and speak with parents and make appropriate referrals as necessary. For further information see Keeping Children Safe in Education Annex C.

20.15 Preventing radicalisation

20.15.1 Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach. Extremism is the vocal or active opposition to our fundamental values, including 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.

20.15.2 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) and settings (such as the internet).

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 referral to the Channel programme.

20.16 The Prevent duty

20.16.1 All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

20.16.2 The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the Revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76 which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

20.17 Additional support

20.17.1 The department has published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

20.17.2 There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges.

20.17.3 Educate Against Hate, a website launched by the Her Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

20.18 Channel

20.18.1 Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: Channel guidance, and a Channel awareness e-learning programme is available for staff at: Channel General Awareness.

20.18.2 The school or college's Designated Safeguarding Lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

20.19 Peer on peer abuse

20.19.1 Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include (but is not limited to) bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiating/hazing type violence and rituals.

20.20 Sexual violence and sexual harassment between children in schools and colleges

20.20.1 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.

20.20.2 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.

20.20.3 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.

20.21 What is Sexual violence and sexual harassment?

20.21.1 Sexual violence: It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:

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

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

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

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

20.21.6 Sexual harassment

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

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

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

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

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

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

20.22 Further Information on Self-harm and suicidal behaviour

20.22.1 Definition - Self harm, self-mutilation, eating disorders, suicide threats and gestures by a child must always be taken seriously and may be indicative of a serious mental or emotional disturbance.

20.22.2 Refer to the Pan-Sussex Child Protection and Safeguarding Procedures for guidance on recognition, reporting and a child presenting at educational establishment.
Pan-Sussex Child Protection and Safeguarding Procedures - <https://sussexchildprotection.procedures.org.uk/page/contents>

20.22 Further information on Private Fostering

20.22.1 Parents and carers often fail to notify schools about private fostering arrangements even though they are legally required to notify Children's Services. Often this is because they are unaware of the requirements. They believe that this is a private family arrangement which does not concern anybody else.

20.22.2 Private Fostering definition

Private fostering occurs when a child under 16 (or 18 if the child is disabled) is cared for and lives with an adult who is not a relative for 28 days or more. This could be a step parent (by marriage or civil partnership), grandparent, step grandparent, brother, sister, uncle or aunt.

20.23.3 Private fostering is a private arrangement made by the parent(s), (or those with parental responsibility) for someone to care for their child because they are unable to do so (permanently or temporarily). This may be due to a number of reasons such as parental ill health, a parent going abroad or in to prison, a child being bought to the UK to study English or the relationship between the child and parent has broken down.

20.24.4 School staff play an essential role in identifying privately fostered children. If you know a child is being privately fostered you should advise the parent/carer that they have a legal obligation to report the arrangement to Children Social Care at least six weeks before it happens or within 48 hours if the arrangement is current having been made in an emergency.

20.24.5 Alert your Designated Safeguarding Lead who will ensure this is followed up with Children Social Care and the arrangement is assessed, approved and monitored.

20.25 Host families

20.25.1 When a school arrange a homestay, it should consider what intelligence/information will best inform its assessment of the suitability of the adults in those families who will be responsible for the visiting child during the stay. It will be for the school to use their professional judgement to decide what it considers what will be relevant. However, to help inform that assessment, schools should obtain a DBS enhanced certificate with barred list information. This check will not only establish whether the adults are barred from engaging in regulated activity relating to children, but where criminal record information is disclosed it will also allow the school to consider, alongside all other intelligence that it has obtained, whether the adult would be a suitable host for a child.

20.25.2 Further consideration should be given whether the homestay then becomes a case of private fostering, in the case where the stay exceeds 28 days.

21 RECOGNITION – WHAT TO LOOK FOR

21.1 Staff members should refer to the detailed information about the categories of abuse and risk indicators in the <https://sussexchildprotection.procedures.org.uk/page/contents> for further guidance.

21.2 In an abusive relationship, the child may:

- appear frightened of their parent(s)
- act in a way that is inappropriate to their age and development, although full account needs to be taken of different patterns of development and different ethnic groups
- however, they may also not exhibit any signs of stress/fear

21.20 In an abusive relationship, the parent or carer may:

- persistently avoid child health services and treatment of the child's illnesses
- have unrealistic expectations of the child
- frequently complain about or to the child and fail to provide attention or praise
- be absent
- be misusing substances
- persistently refuse to allow access on home visits by professionals
- be involved in domestic violence and abuse
- be socially isolated

21.4 Serious case reviews have found that parental substance misuse, domestic abuse and mental health problems, sometimes referred to as the 'toxic trio', if they coexist in a family could mean significant risks to children. Problems can be compounded by poverty, frequent house moves or eviction.

- 21.5 Staff should be aware that children with special educational needs and disabilities can face additional safeguarding challenges including:
- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability
 - children with special educational needs and disabilities are particularly vulnerable to bullying and often show no outward signs
 - communication issues can be a barrier to effective safeguarding

22 ALLEGATIONS AND DISCLOSURES OF PEER ON PEER ABUSE

- 22.1 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.
- 22.2 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.
- 22.3 Gender can be a factor within peer on peer abuse, in that it is more likely that girls will be victims and boys perpetrators.
- 22.4 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".
- 22.5 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).
 - Sexual violence and sexual harassment.
 - Initiation/hazing type violence and rituals.
- 22.6 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.
- 22.7 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.
- 22.8 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 students involved - in most cases parents will be involved

22.9 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 student 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

22.10 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.

22.11 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.

22.12 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 resource might be of support to children and families, seeking consent and making referrals as necessary.

22.13 Responding to reports of peer on peer abuse

22.13.1 All victims will be reassured that they are being taken seriously and that they will be supported and kept safe.

22.13.2 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 designated safeguarding lead (or deputy) is not involved in the initial report.

22.14 Risk Assessment

22.14.1 When there has been a report of peer on peer abuse the DSL will make an immediate risk and needs assessment, using the ESCC Safeguarding Risk Reduction Plan (SRRP) for Schools and Education Settings.

22.14.2 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;

22.14.3 Risk assessments or the SRRP will be recorded in writing and will be kept under review. At all times, the school will be actively considering the risks posed to all students and putting proportionate measures in place to protect them and keep them safe.

22.14.4 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 schools approach to supporting and protecting students and updating any school based risk assessment or SRRP.

22.15 Minimising the risk of peer on peer abuse

22.15.1 We will provide a developmentally appropriate PSHE syllabus which develops students' understanding of acceptable behaviour and keeping themselves safe.

22.15.2 Have systems in place for any student to raise concerns with staff, knowing they will be listened to, believed and valued.

22.15.3 Deliver targeted work on assertiveness and keeping safe to those students identified as being at risk.

225.15.4 Where the school are advised that a student may present a risk to other children, due to a factor outside of school, such as having spent time in custody, or experienced abuse themselves, a Safeguarding Risk Reduction Plan will be completed to ensure that all children at school can be safeguarded.

23 Racist Incidents

23.1 LVS Hassocks Equal Opportunity Policy is set out separately, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures. We keep a record of racist incidents.

24 Radicalisation and Extremism

24.1 Since 2010, when the Government published the Prevent Strategy, there has been an awareness of the specific need to safeguard children, young people and families from violent extremism. There have been several occasions both locally and nationally in which extremist groups have attempted to radicalise vulnerable children and young people to hold extreme views including views justifying political, religious, sexist or racist violence, or to steer them into a rigid and narrow ideology that is intolerant of diversity and leaves them vulnerable to future radicalisation

24.2 LVS Hassocks values freedom of speech and the expression of beliefs/ideology as fundamental rights underpinning our society's values. Both students and teachers have the right to speak freely and voice their opinions.

24.3 However, freedom comes with responsibility and free speech that is designed to manipulate the vulnerable or that leads to violence and harm of others goes against the moral principles in which freedom of speech is valued. Free speech is not an unqualified privilege; it is subject to laws and policies governing equality, human rights, community safety and community cohesion.

24.4 The current threat from terrorism in the United Kingdom may include the exploitation of vulnerable people, to involve them in terrorism or in activity in

support of terrorism. The normalisation of extreme views may also make children and young people vulnerable to future manipulation and exploitation. LVS Hassocks is clear that this exploitation and radicalisation should be viewed as a safeguarding concern.

- 24.5 Definitions of radicalisation and extremism, and indicators of vulnerability to radicalisation are in Appendix 7.
- 24.6 LVS Hassocks seeks to protect children and young people against the messages of all violence, extremism and radicalisation.
- 24.7 All staff complete an online awareness of radicalisation and extremism programme.
- 24.8 The school governors, the Head of School and the Designated Safeguarding Lead (DSL) will assess the level of risk within the school and put actions in place to reduce that risk. Risk assessment may include, the use of school premises by external agencies, anti-bullying policy and other issues specific to the school's profile, community and philosophy.
- 24.9 There is no place for extremist views of any kind in our school, whether from internal sources –students, staff or governors, or external sources - school community, external agencies or individuals. Our students see our school as a safe place where they can explore controversial issues safely and where our teachers encourage and facilitate this.
- 24.10 As a school we recognise that extremism and exposure to extremist materials and influences can lead to poor outcomes for children and so should be addressed as a safeguarding concern as set out in this policy.
- 24.11 Extremists of all persuasions aim to develop destructive relationships between different communities by promoting division, fear and mistrust of others based on ignorance or prejudice and thereby limiting the life chances children and of young people. Education is a powerful weapon against this; equipping children and young people with the knowledge, skills and critical thinking, to challenge and debate in an informed way.
- 24.12 We therefore will provide a broad and balanced curriculum, delivered by skilled professionals, so that our students are enriched, understand and become tolerant of difference and diversity and also to ensure that they thrive, feel valued and not marginalised.
- 24.13 We are aware that young people can be exposed to extremist influences or prejudiced views from an early age which emanate from a variety of sources and media, including via the internet, and at times students may themselves reflect or display views that may be discriminatory, prejudiced or extremist, including using derogatory language.
- 24.14 Any prejudice, discrimination or extremist views, including derogatory language, displayed by students or staff will always be challenged and where appropriate dealt with in line with our Behaviour Policy.
- 24.15 As part of wider safeguarding responsibilities school staff will be alert to:

- 24.15.1 Disclosures by students of their exposure to the extremist actions, views or materials of others outside of school, such as in their homes or community groups, especially where students have not actively sought these out.
 - 24.15.2 Graffiti symbols, writing or art work promoting extremist messages or images.
 - 24.15.3 Students accessing extremist material online, including through social networking sites.
 - 24.15.4 Parental reports of changes in behaviour, friendship or actions and requests for assistance.
 - 24.15.5 Partner schools, local authority services, and police reports of issues affecting students in other schools or settings.
 - 24.15.6 Students voicing opinions drawn from extremist ideologies and narratives.
 - 24.15.7 Use of extremist or 'hate' terms to exclude others or incite violence.
 - 24.15.8 Intolerance of difference, whether secular or religious or, in line with our equalities policy, views based on, but not exclusive to, gender, disability, homophobia, race, colour or culture.
 - 24.15.9 Attempts to impose extremist views or practices on others.
 - 24.15.10 Anti-Western or Anti-British views.
- 24.16 Our school will closely follow local agreed procedure as set out by the Local Authority and agreed processes and criteria for safeguarding individuals vulnerable to extremism and radicalisation. In the event of concerns about a person becoming radicalised, consideration will be given to using the LA Channel process. Channel is a bespoke panel which meets to address issues of individuals who have been identified as being at risk of radicalisation but have not committed any terrorism offence.

25 Response to Radicalisation

- 25.1 When any member of staff has concerns that a student may be at risk of radicalisation or involvement in terrorism, they should speak with the Principal and/ or to the DSL. They should then follow normal safeguarding procedures. If the matter is urgent then Thames Valley Police must be contacted by dialling 999. In non-urgent cases where police advice is sought then dial 101. The Department of Education has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (**020 7340 7264**) counter-extremism@education.gsi.gov.uk.
- 25.2 Numerous factors can contribute to and influence the range of behaviours that are defined as violent extremism, but most young people do not become involved in extremist action. For this reason, the appropriate interventions in any particular case may not have any specific connection to the threat of radicalisation, for example they may address mental health, relationship or drug/alcohol issues.

26 Anti-Bullying

24.1 Our school policy on anti-bullying is set out in a separate document and acknowledges that to allow or condone bullying may lead to consideration under child protection procedures. This includes all forms e.g. cyber, racist, homophobic and gender related bullying. We keep a record of known bullying incidents. All staff are aware that children with SEND and / or differences/perceived differences are more susceptible to being bullied / victims of child abuse.

27 Sexting

27.1 'Sexting' is an increasingly common activity among children and young people, where they share inappropriate or explicit images online or through mobile phones. It can also refer to written message.

27.2 'Sexting' is the exchange of self-generated sexually explicit images, through mobile picture messages or webcams over the internet.

27.3 'Sexting' is often seen as flirting by children and young people who feel that [it's a part of normal life](#).

27.4 'Sexting' can leave young people vulnerable to blackmail, bullying, unwanted attention and emotional distress and is therefore unacceptable.

27.5 'Sexting' is illegal. By sending an explicit image, a young person is producing and distributing child abuse images and risks being prosecuted, even if the picture is taken and shared with their permission.

27.6 The school will ensure that the risks associated with this issue is discussed with children on a regular basis as part of the curriculum around online safety.

27.7 Where the school becomes aware of 'Sexting' that has occurred and involves a child or children from the school, parents will be notified and Social Care contacted where appropriate.

28 Children with Special Educational Needs

28.1 We recognise that, statistically, children with emotional and behavioural difficulties and disabilities are most vulnerable to abuse. School staff who deal with children with complex and multiple disabilities and/or emotional and behavioural problems should be particularly sensitive to indicators of abuse.

28.2 The school has students with a diagnosis of autism and many with additional needs, including medical and emotional and behavioural difficulties and/or challenging behaviours. The school will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise self-esteem as part of an overall behaviour support plan agreed with parents/carers.

28.3 As part of the PSHE and LifeSkills curriculum staff will teach young people personal safety skills in an age appropriate manner. Students will be taught on how to keep themselves safe, peer pressure and appropriate relationships.

- 28.4 The school has students who have learning difficulties and we are aware that they are vulnerable to abuse because they may be unable to express themselves to others. Instead such students may exhibit changes in behaviours or signs and indicators of abuse recognised by staff with a good knowledge of the child.
- 28.5 Where necessary, the school will provide additional training to staff in the use of alternate communication systems. Supervision by senior staff will be vigilant to create a protective ethos around the student.
- 28.6 We promote high standards of practice, including ensuring that children with disabilities know how to raise concerns, and have access to a range of adults with whom they can communicate

29 Children Missing Education (CME)

- 29.1 Staff working within the school know and implement the school's policy on Missing Children, actively search for children who are missing, including working with the police where appropriate. Any child subject to a Multi-Agency Child Protection Plan who is missing without satisfactory explanation will be reported to their Key Social Worker as soon as possible and within two days in any case.
- 29.2 Staff will monitor students' attendance through their daily register and will inform Senior staff who in turn will be in touch with West Sussex and/ or the relevant local authority for the students who are regularly absent from school or have missed 10 school days or more without permission.
- 29.3 LVS will also notify West Sussex Removal from Roll Department if a student is to be deleted from the admission register in certain circumstances.

30 Fabricated and Induced Illness

- 30.1 Fabricated or Induced Illness is a condition whereby a child suffers harm through the deliberate action of her/his main carer and which is attributed by the adult to another cause.
- 30.2 There are four main ways of the carer fabricating or inducing illness in a child:
- 30.2.1 Fabrication of signs and symptoms, including fabrication of past medical history
 - 30.2.2 Fabrication of signs and symptoms and falsification of hospital charts, records, letters and documents and specimens of bodily fluids
 - 30.2.3 Exaggeration of symptoms/real problems. This may lead to unnecessary investigations, treatment and/or special equipment being provided;
 - 30.2.4 Induction of illness by a variety of means.
- 30.3 Harm to the child may be caused through unnecessary or invasive medical treatment, which may be harmful and possibly dangerous, based on symptoms

that are falsely described or deliberately manufactured by the carer, and lack independent corroboration.

30.4 In cases of suspected Fabricated and Induced Illness the school will work closely with other agencies to ensure information is shared appropriately.

30.5 Where a child has suffered, or is likely to suffer, significant harm, the school will make a referral to Children's Social Care/the MASH.

31 Child Sexual Exploitation (CSE)

31.1 'Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities See Appendix 4). Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example, being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability'. (Definition as used in Statutory guidance)

31.2 Exploitation is marked out by an imbalance of power in the relationship and involves varying degrees of coercion, intimidation and sexual bullying including cyberbullying and grooming.

31.3 It is important to recognise that some young people who are being sexually exploited do not show any external signs of this abuse and may not recognise it as abuse.

31.4 Young people who go missing can be at increased risk of sexual exploitation and so procedures are in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions.

31.5 School will complete a Child Sexual Exploitation Risk Assessment Tool and refer to Children's Social Care if there is a concern that a child or young person may be at risk of sexual exploitation.

32 Prevention

We recognise that the school plays a significant part in the prevention of harm to our children by providing children with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- 32.1 Work to establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
- 32.2 Ensure that all children know there is an adult in the School whom they can approach if they are worried or in difficulty. This can range from the tutor or any other member of staff they feel comfortable talking to. There are also a number of external agencies they may choose to talk to including Childline, NSPCC or the Independent listener.
- 32.3 Include safeguarding across the curriculum, including PSHE, opportunities which equip children with the skills they need to stay safe from harm and to know to whom they should turn for help. In particular, this will include anti-bullying work, online safety and ensuring all students are aware of school guidance for their use of online and mobile and their associated risks.
- 32.4 Ensure all staff are aware of school guidance for their use of mobile technology and have discussed safeguarding issues around the use of mobile technologies and their associated risks.

33 Health & Safety

- 33.1 Our Health & Safety policy, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and for example in relation to internet use, and when away from the school and when undertaking school trips and visits.

34 Safe Recruitment Procedures

- 34.1 All new appointments will be made following the good practice outlined in the School's Recruitment Policy. Decisions about the suitability of prospective employees are based on checks and evidence including: criminal record checks (DBS checks), barred list checks and prohibition checks, together with references and interview information; all new employees are subject to DBS checks at the Enhanced Disclosure level.
- 34.2 The School may also conduct vetting checks (a criminal records check at the standard level) on any family members over the age of 16 if the prospective employee's employment requires them to be resident on the same premises as boarders.
- 34.3 Volunteers who will be carrying out regulated activity unsupervised will be required to obtain an enhanced DBS certificate with a barred list check. Volunteers not in regulated activity will be required to obtain an enhanced DBS certificate. In order to verify the validity of written references, the School will make direct contact with a referee to ensure the written reference is genuine.
- 34.4 Where the School uses agency staff, the School will ensure that written notification from the agency is obtained that they have carried out all the checks on an individual who will be working at the School that the School would otherwise obtain (including a barred list check where appropriate).

- 34.5 Where the School uses contractors, the School will ensure that any contractor working at the School has been subject to DBS checking as appropriate, depending on whether or not they might be working unsupervised with or near students. Such situations will be risk assessed.
- 34.6 Although the School does conduct rigorous pre-employment checks we recognise the need to remain vigilant in monitoring employee, agency worker and volunteer behaviour, and through the training provided, staff are also aware of this.
- 34.7 When visiting off site providers for activities, relevant safeguarding checks are made and a letter is received from the contractor to acknowledge they have made all the necessary checks
- 34.2 Our job advertisements and application packs make explicit reference to the school's commitment to safeguarding children, including compliance with the Disclosure and Barring Service (DBS) process and clear statements in the job description and person specification about the staff member's safeguarding responsibilities.
- 34.3 All staff members who have contact with children, young people and families will have appropriate pre-employment checks, which will be scrutinised, in line with *Keeping Children Safe in Education: September 2018*
- 34.4 At least one member on every short listing and interview panel will have completed safer recruitment training. The Head of School is responsible for ensuring that safer recruitment training is kept up to date.
- 34.5 The Head of School and the nominated governor for child protection are responsible for ensuring that our **single central record** is accurate and up to date.

35. Monitoring and Evaluation

Our Child Protection Policy and Procedures will be monitored and evaluated by:

- Governing Body visits to the school
- SLT discussions with children and staff
- Student surveys and questionnaires
- Scrutiny of attendance data
- Scrutiny of range of risk assessments
- Scrutiny of Governing Body minutes
- Logs of bullying/racist/behaviour incidents for SLT and Governing Body to monitor
- Review of parental concerns and parent questionnaires

This policy also links to our policies on:

Behaviour Management

Staff Behaviour Policy/Code of Conduct

Whistleblowing

Anti-bullying

Health & Safety
Complaints
Attendance
Curriculum
PSHE
Teaching and Learning
Administration of Medicines
Drug Education
Sex and Relationships Education
Physical Restraint
Online safety
Risk Assessment
Recruitment and Selection
Mobile Phone
Photography Policy

Last reviewed: **3 September 2018**
Reviewed by: **Jen Weeks**
Review no later than: **1 September 2019**

Appendix 1 - Recognising signs of child abuse

Categories of Abuse:

- Physical Abuse
- Emotional Abuse (including Domestic Abuse)
- Sexual Abuse
- Neglect

Signs of Abuse in Children:

The following non-specific signs may indicate something is wrong:

- Significant change in behaviour
- Extreme anger or sadness
- Aggressive and attention-seeking behaviour
- Suspicious bruises with unsatisfactory explanations
- Lack of self-esteem
- Self-injury
- Depression
- Age inappropriate sexual behaviour
- Child Sexual Exploitation.

Risk Indicators

The factors described in this section are frequently found in cases of child abuse. Their presence is not proof that abuse has occurred, but:

- Must be regarded as indicators of the possibility of significant harm
- Justifies the need for careful assessment and discussion with designated / named / lead person, manager, (or in the absence of all those individuals, an experienced colleague)
- May require consultation with and / or referral to Children's Services

The absence of such indicators does not mean that abuse or neglect has not occurred.

In an abusive relationship the child may:

- Appear frightened of the parent/s
- Act in a way that is inappropriate to her/his age and development (though full account needs to be taken of different patterns of development and different ethnic groups)

The parent or carer may:

- Persistently avoid child health promotion services and treatment of the child's episodic illnesses
- Have unrealistic expectations of the child
- Frequently complain about/to the child and may fail to provide attention or praise (high criticism/low warmth environment)
- Be absent or misusing substances
- Persistently refuse to allow access on home visits
- Be involved in domestic abuse

Staff should be aware of the potential risk to children when individuals, previously known or suspected to have abused children, move into the household.

Recognising Physical Abuse

The following are often regarded as indicators of concern:

- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury
- Unexplained delay in seeking treatment
- The parents/carers are uninterested or undisturbed by an accident or injury
- Parents are absent without good reason when their child is presented for treatment
- Repeated presentation of minor injuries (which may represent a "cry for help" and if ignored could lead to a more serious injury)
- Family use of different doctors and A&E departments
- Reluctance to give information or mention previous injuries

Bruising

Children can have accidental bruising, but the following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Any bruising to a pre-crawling or pre-walking baby
- Bruising in or around the mouth, particularly in small babies which may indicate force feeding
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally
- Variation in colour possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face

- Grasp marks on small children
- Bruising on the arms, buttocks and thighs may be an indicator of sexual abuse

Bite Marks

Bite marks can leave clear impressions of the teeth. Human bite marks are oval or crescent shaped. Those over 3 cm in diameter are more likely to have been caused by an adult or older child.

A medical opinion should be sought where there is any doubt over the origin of the bite.

Burns and Scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds, and will always require experienced medical opinion. Any burn with a clear outline may be suspicious e.g.:

- Circular burns from cigarettes (but may be friction burns if along the bony protuberance of the spine)
- Linear burns from hot metal rods or electrical fire elements
- Burns of uniform depth over a large area
- Scalds that have a line indicating immersion or poured liquid (a child getting into hot water is his/her own accord will struggle to get out and cause splash marks)
- Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation

Scalds to the buttocks of a small child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. Non-mobile children rarely sustain fractures. There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent with the fracture type
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement
- There is an unexplained fracture in the first year of life
- **Scars**

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

Recognising Emotional Abuse

Emotional abuse may be difficult to recognise, as the signs are usually behavioural rather than physical. The manifestations of emotional abuse might also indicate the presence of other kinds of abuse.

The indicators of emotional abuse are often also associated with other forms of abuse.

The following may be indicators of emotional abuse:

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or non-attachment
- Indiscriminate attachment or failure to attach
- Aggressive behaviour towards others
- Scapegoated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a “loner” – difficulty relating to others

Recognising Signs of Sexual Abuse

Boys and girls of all ages may be sexually abused and are frequently scared to say anything due to guilt and/or fear. This is particularly difficult for a child to talk about and full account should be taken of the cultural sensitivities of any individual child/family.

Recognition can be difficult, unless the child discloses and is believed. There may be no physical signs and indications are likely to be emotional/behavioural.

Some behavioural indicators associated with this form of abuse are:

- Inappropriate sexualised conduct
- Sexually explicit behaviour, play or conversation, inappropriate to the child’s age
- Continual and inappropriate or excessive masturbation
- Self-harm (including eating disorder), self-mutilation and suicide attempts
- Involvement in prostitution or indiscriminate choice of sexual partners
- An anxious unwillingness to remove clothes e.g. for sports events (but this may be related to cultural norms or physical difficulties)

Some physical indicators associated with this form of abuse are:

- Pain or itching of genital area
- Blood on underclothes
- Pregnancy in a younger girl where the identity of the father is not disclosed

- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Sexual Abuse by Young People

The boundary between what is abusive and what is part of normal childhood or youthful experimentation can be blurred. The determination of whether behaviour is developmental, inappropriate or abusive will hinge around the related concepts of true consent, power imbalance and exploitation. This may include children and young people who exhibit a range of sexually problematic behaviour such as indecent exposure, obscene telephone calls, fetishism, bestiality and sexual abuse against adults, peers or children.

Inappropriate Sexual Behaviour can be inappropriate socially, inappropriate to development, or both. In considering whether behaviour fits into this category, it is important to consider what negative effects it has on any of the parties involved and what concerns it raises about a child or young person. It should be recognised that some actions may be motivated by information seeking, but still cause significant upset, confusion, worry, physical damage, etc. It may also be that the behaviour is “acting out” which may derive from other sexual situations to which the child or young person has been exposed.

If an act appears to have been inappropriate, there may still be a need for some form of behaviour management or intervention. For some children, educative inputs may be enough to address the behaviour.

Abusive sexual activity included any behaviour involving coercion, threats, aggression together with secrecy, or where one participant relies on an unequal power base.

Assessment

In order to more fully determine the nature of the incident the following factors should be given consideration. The presence of exploitation in terms of:

- **Equality** – consider differentials of physical, cognitive and emotional development, power and control and authority, passive and assertive tendencies
- **Consent** – agreement including all the following:
 - Understanding that is proposed based on age, maturity, development level, functioning and experience
 - Knowledge of society’s standards for what is being proposed
 - Awareness of potential consequences and alternatives
 - Assumption that agreements or disagreements will be respected equally
 - Voluntary decision
 - Mental competence

- **Coercion** – the young perpetrator who abuses may use techniques like bribing, manipulation and emotional threats of secondary gains and losses that is loss of love, friendship, etc. Some may use physical force, brutality or the threat of these regardless of victim resistance.

Recognising Neglect

Evidence of neglect is built up over a period of time and can cover different aspects of parenting. Indicators include:

- Failure by parents or carers to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene and medical care
- A child seen to be listless, apathetic and unresponsive with no apparent medical cause
Failure of child to grow within normal expected pattern, with accompanying weight loss
- Child thrives away from home environment
- Child frequently absent from school
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods

The following list of indicators is not exhaustive or definitive but it does highlight common signs which can assist professionals in identifying children or young people who may be victims of sexual exploitation.

Signs include:

- underage sexual activity
- inappropriate sexual or sexualised behaviour
- sexually risky behaviour, 'swapping' sex
- repeat sexually transmitted infections
- in girls, repeat pregnancy, abortions, miscarriage
- receiving unexplained gifts or gifts from unknown sources
- having multiple mobile phones and worrying about losing contact via mobile
- having unaffordable new things (clothes, mobile) or expensive habits (alcohol, drugs)
- changes in the way they dress
- going to hotels or other unusual locations to meet friends
- seen at known places of concern
- moving around the country, appearing in new towns or cities, not knowing where they are
- getting in/out of different cars driven by unknown adults
- having older boyfriends or girlfriends
- contact with known perpetrators
- involved in abusive relationships, intimidated and fearful of certain people or situations
- hanging out with groups of older people, or anti-social groups, or with other vulnerable peers
- associating with other young people involved in sexual exploitation
- recruiting other young people to exploitative situations
- truancy, exclusion, disengagement with school, opting out of education altogether
- unexplained changes in behaviour or personality (chaotic, aggressive, sexual)
- mood swings, volatile behaviour, emotional distress
- self-harming, suicidal thoughts, suicide attempts, overdosing, eating disorders
- drug or alcohol misuse
- getting involved in crime
- police involvement, police records
- involved in gangs, gang fights, gang membership
- injuries from physical assault, physical restraint, sexual assault.

Appendix 3 INDICATORS OF VULNERABILITY TO RADICALISATION

1. Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.
2. Extremism is defined by the Government in the Prevent Strategy as:
Vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.
3. Extremism is defined by the Crown Prosecution Service as:
The demonstration of unacceptable behaviour by using any means or medium to express views which:
 - Encourage, justify or glorify terrorist violence in furtherance of particular beliefs;
 - Seek to provoke others to terrorist acts;
 - Encourage other serious criminal activity or seek to provoke others to serious criminal acts; or
 - Foster hatred which might lead to inter-community violence in the UK.
4. There is no such thing as a “typical extremist”: those who become involved in extremist actions come from a range of backgrounds and experiences, and most individuals, even those who hold radical views, do not become involved in violent extremist activity.
5. Students may become susceptible to radicalisation through a range of social, personal and environmental factors - it is known that violent extremists exploit vulnerabilities in individuals to drive a wedge between them and their families and communities. It is vital that school staff are able to recognise those vulnerabilities.
6. Indicators of vulnerability include:
 - Identity Crisis – the student/student is distanced from their cultural/religious heritage and experiences discomfort about their place in society;
 - Personal Crisis – the student/student may be experiencing family tensions; a sense of isolation; and low self-esteem; they may have dissociated from their existing friendship group and become involved with a new and different group of friends; they may be searching for answers to questions about identity, faith and belonging;
 - Personal Circumstances – migration; local community tensions; and events affecting the student/student’s country or region of origin may contribute to a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
 - Unmet Aspirations – the student/student may have perceptions of injustice; a feeling of failure; rejection of civic life;
 - Experiences of Criminality – which may include involvement with criminal groups, imprisonment, and poor resettlement/reintegration;
 - Special Educational Need – students/students may experience difficulties with social interaction, empathy with others, understanding the consequences of their actions and awareness of the motivations of others.
7. However, this list is not exhaustive, nor does it mean that all young people experiencing the above are at risk of radicalisation for the purposes of violent extremism.

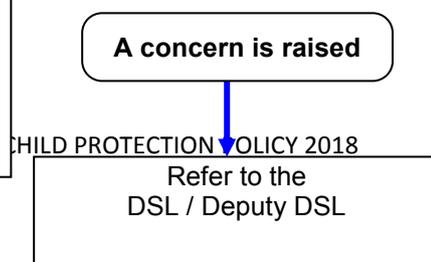
8. More critical risk factors could include:
- Being in contact with extremist recruiters;
 - Accessing violent extremist websites, especially those with a social networking element;
 - Possessing or accessing violent extremist literature;
 - Using extremist narratives and a global ideology to explain personal disadvantage;
 - Justifying the use of violence to solve societal issues;
 - Joining or seeking to join extremist organisations; and
 - Significant changes to appearance and / or behaviour;
 - Experiencing a high level of social isolation resulting in issues of identity crisis and / or personal crisis.

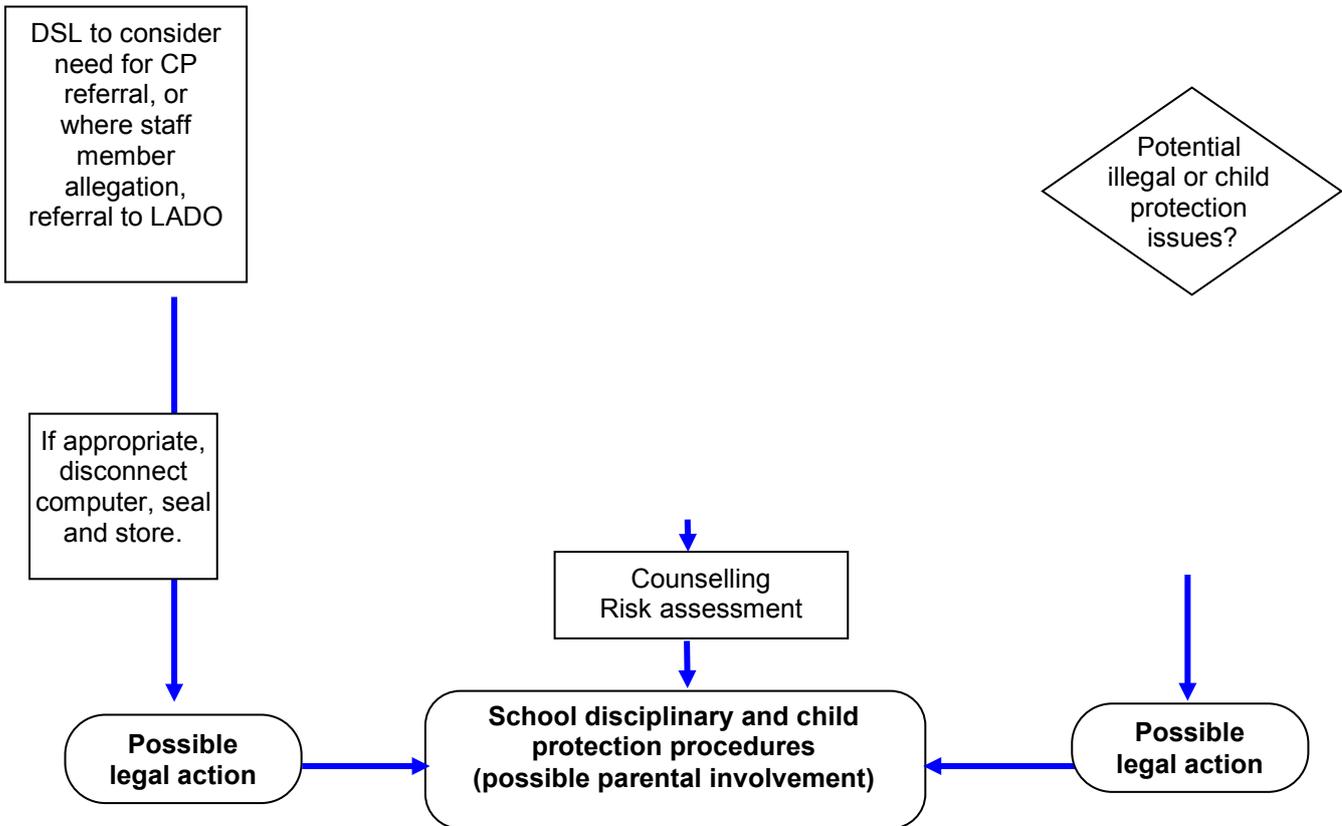
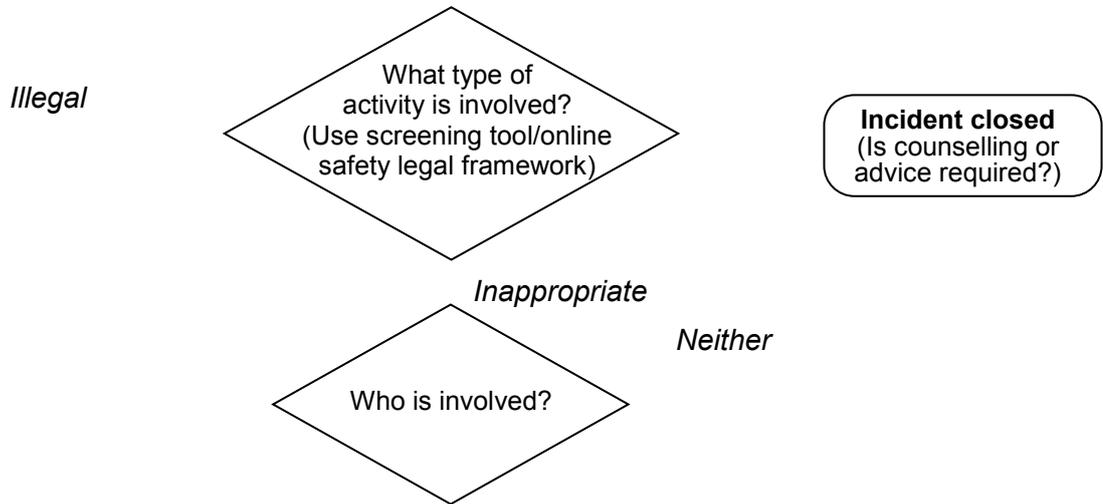
The Department of Education guidance [The Prevent Duty](#) can be accessed via this link.

Cause for Concern

Appendix 4

What to do if you have an online safety concern:





Appendix 5

Further advice on child protection is available from:

NSPCC: <http://www.nspcc.org.uk/>

Childline: <http://www.childline.org.uk/pages/home.aspx>

CEOPSThinkuknow: <https://www.thinkuknow.co.uk/>

Anti-Bullying Alliance: <http://anti-bullyingalliance.org.uk/>

Beat Bullying: <http://www.beatbullying.org/>

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example NSPCC offers information for schools and colleges on the [TES website](#) and also on its own website www.nspcc.org.uk. Schools and colleges can also access broad government guidance on the issues listed below via the GOV.UK website:

- [child sexual exploitation \(CSE\)](#) – see also below
- [bullying including cyberbullying](#)
- [domestic violence](#)
- [drugs](#)
- [fabricated or induced illness](#)
- [faith abuse](#)
- [female genital mutilation \(FGM\)](#) – see also below
- [forced marriage](#)
- [gangs and youth violence](#)
- [gender-based violence/violence against women and girls \(VAWG\)](#)
- [mental health](#)
- [private fostering](#)
- [radicalisation](#)
- [sexting](#)
- [teenage relationship abuse](#)
- [trafficking](#)

Appendix 6

Local Authority Contact Numbers

Useful Contacts and links to further guidance

Multi Agency Safeguarding Hub (MASH) Tel: 01403 229900

Local Authority Designated Officer (LADO) Tel: 0330 222 3339

Emergency Duty Team (Out of hours) Tel: 033022206664

Police

101 or 999

Appendix 7

Guidance for dealing with disclosures (the six R's – what to do if):

1. Receive

- Listen to what is being said without displaying shock or disbelief
- Take what is said seriously
- Note down what has been said

2. Reassure

- Reassure the student that they have done the right thing in talking to you
- Be honest and do not make promises you cannot keep, e.g. "It will be alright now"
- Do not promise confidentiality; you have a duty to refer
- Reassure and alleviate guilt, if the student refers to it, e.g. "you're not to blame"
- Reassure the child that information will only be shared with those who need to know

3. React

- React to the student only as far as is necessary for you to establish whether or not you need to refer the matter, but do not interrogate for full details
- Do not ask leading questions; "Did he/she....?" Such questions can invalidate evidence.
- Do ask open questions; "Anything else you want to say?"
- Do not criticise the perpetrator; the student may have affection for him/her
- Do not ask the student to repeat it all for another member of staff
- Explain what you have to do next and who you have to talk to

4. Record

- Make some brief notes at the time on any paper which comes to hand and write them up as soon as possible
- Do not destroy your original notes
- Record the date, time, place, any non-verbal behaviour and the words used by the child. Ensure that as far as possible you have recorded the actual words used by the child.
- Record statements and observable things rather than your interpretations or assumptions

5. Refer

- Contact the designated member of staff
- The designated teacher may be required to make appropriate records available to LSCB

6. Relax

- Get some support for yourself

Appendix 8

Government Guidance and legislation

Working Together to Safeguard Children March 2015

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working Together to Safeguard Children.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419595/Working_Together_to_Safeguard_Children.pdf)

Keeping Children Safe in Education September 2018

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

What to do if you are Worried March 2015

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What to do if you re worried a child is being abused.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

National Minimum Standards for Boarding Schools April 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/416186/20150319_nms_bs_standards.pdf

Teachers Standards June 2013

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301107/Teachers Standards.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/301107/Teachers_Standards.pdf)

Prevent Duty June 2015

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf

Channel Duty Guidance

[https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel Duty Guidance April 2015.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425189/Channel_Duty_Guidance_April_2015.pdf)

