



## Child Protection (Safeguarding) Policy

<b>Name:</b>	Child Protection (Safeguarding) Policy
<b>Applies to:</b>	Whole School including EYFS and Boarding
<b>Reference no:</b>	Policy 8
<b>Contributors:</b>	Headmaster and Deputy Designated Safeguarding Leads
<b>Owner:</b>	Designated Safeguarding Lead
<b>Approved by:</b>	Governing Body
<b>Date reviewed:</b>	September 2023
<b>Date approved:</b>	September 2023 (formally ratified by Governing Body on 28 Nov 2023)
<b>Next review:</b>	September 2024

### STATEMENT OF INTENT

The safety and welfare of all our pupils at Brambletye ('the school') is the highest priority for all staff and governors. Our priority is to know every pupil as an individual and to provide a secure and caring environment so that every child can learn safely and securely. In all matters relating to Child Protection and Safeguarding, the school will follow the procedures laid down by the West Sussex Safeguarding Children Partnership (WSSCP), together with DfE Statutory guidance contained in Keeping Children Safe in Education (September 2023), Working Together to Safeguard Children (July 2023), What to do if you're worried a child is being abused (March 2015), the Disqualification Under the Childcare Act 2006, Revised Prevent Duty Guidance: for England and Wales (April 2021), Revised Prevent Duty Guidance: for England and Wales (September 2023), The use of social media for on-line radicalisation (July 2015), 'Mental Health and Behaviour in Schools (March 2015), the National Minimum Standards for Boarding (September 2022) and Counselling in Schools: a blueprint for the future' (March 2015).

This policy is applicable to the whole school community, including those pupils in the Early Years Foundation Stage (EYFS) and Boarding. The policy will be reviewed by governors annually or more frequently as needs determine or in light of changing statutory guidance.

All members of staff (both teaching and support staff) have a duty to protect and safeguard our pupils' welfare and must, therefore, familiarise themselves and comply at all times with this policy. Reference is also made to the Staff Code of Conduct, Safer Recruitment Procedures, IT: E-Safety,

Digital Media, Social Media & Acceptable Use Policy, Anti-Bullying and Behaviour Strategies and Whistleblowing Policy. The school provides additional guidance to staff with regard to child on child abuse including the inappropriate use of electronic media. All school staff should be aware that safeguarding incidents can happen at any time and anywhere and that they are required to be alert to any possible concerns. Where a child is thought to be suffering significant harm or is likely to do so, a member of staff must take action immediately to report the incident to the Designated Safeguarding Lead. The school is also committed to promoting pupil wellbeing where needs are identified but do not meet the criteria for referral in the context of significant harm.

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## **1. CONTACT INFORMATION**

### External Agency

West Sussex Multi Agency Safeguarding Hub (MASH):

- MASH@westsussex.gcsx.gov.uk
- Telephone: 01403 229 900
- Out of Hours: 0330 222 6664

LADO safeguarding team

- 0330 222 4223 LADO@westsussex.gov.uk

Police Emergency

- 999

Police Non-Emergency

- 101

Prevent Team

- 101 ext. 531355 prevent@sussex.pnn.police.uk

Nominated Safeguarding Governor (Ben Dunhill)

- 07878 993 322

Chairman of Governors (Nick Perry)

- 07711 014 325

West Sussex Safeguarding Children Partnership

- Tel : 0330 222 7799
- Email : [jscb@westsussex.gov.uk](mailto:jscb@westsussex.gov.uk)
- Address : West Sussex Safeguarding Children Partnership, Third Floor, East Wing, County Hall, West Street, Chichester, West Sussex PO19 1RQ

OFSTED Safeguarding Children

- 0300 1234616 (Monday to Friday from 8am to 6pm)
- Whistleblowing@ofsted.gov.uk

Disclosure and Barring Service

- PO Box 3961, Royal Wootton Bassett, SN4 4HF. 0300 020 0190

Teacher Regulation Agency (TRA)

- 0207 593 5393

NSPCC Helpline

- 0808 800 5000

### Internal

DSL for EYS, Pre-prep and Prep – Tom Elphinstone, Deputy Head

- 01342 321 250 or 07739 328 796

Deputy DSL for EYS and Pre-prep – Kate Fleming

- 01342 321 004 (ext. 234) or 07833 449 250

Deputy DSL for Prep - David Finch, Assistant Head Pastoral

- 01342 321 004 (ext. 228) or 07966 882 001

Deputy DSL for Prep - Hannah Basham, Head of Boarding

- 01342 231 004 (ext. 213) or 07852 723 143

Deputy DSL for Prep - David Brundish, Head of Lower School

- 07948 464 560

## **2. THE IMPORTANCE OF A COORDINATED APPROACH TO CHILD PROTECTION / SAFEGUARDING**

The school and its staff form part of a wider safeguarding system for children. This system is described in the statutory guidance *Working Together to Safeguard Children* (July 2022). Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families and carers has a role to play in keeping children safe and promoting their wellbeing. In order to fulfil this responsibility effectively, all members of staff must ensure that the interests of the child remain paramount in all considerations.

Every person who comes into contact with a child has a role to play in identifying concerns, sharing information promptly in order to ensure that the right action is taken.

In order to meet the needs of children the school recognises the importance of sharing information between practitioners and local agencies. While the school complies with the General Data Protection Regulations (May 2018) it understands that this is not a barrier to sharing information where failing to do so would result in a child being placed at risk of harm and safeguarding must come above all other considerations. In this connection, the interest of the child remains paramount (Section 1 Children Act 1989). The school will be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care

The school recognises the special category of personal data when it comes to all aspects of safeguarding and child protection and that the safeguarding of children and individuals at risk is a processing condition that allows practitioners to share information even without consent. The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children. Guidance can also be found in the government publication "Information Sharing for Safeguarding Practitioners".

## **3. JOINT WORKING AND EARLY HELP**

The school supports and will contribute towards multi-agency working in order to safeguard our pupils in line with "*Working Together to Safeguard Children*" (July 2022) and Section 17 Children Act 1989. The designated safeguarding lead and any deputies should liaise with the three safeguarding partners and work with other agencies in line with *Working Together to Safeguard Children*.

The NSPCC guidance, 'When to call the police' should help designated safeguarding leads understand when they should consider calling the police and what to expect when they do.

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>

Providing early help is important in responding to needs at the earliest possible stage which reduces the chance that problems escalate. All staff members must be prepared to identify children who may benefit from early help.

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

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is frequently missing/goes missing from care or home;
- is misusing drugs or alcohol;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse; and/or
- has returned home to their family from care

Early help means providing support as soon as a problem emerges at any point in a child's life. In the first instance staff should always discuss early help requirements with the DSL. If the DSL deems that early help is appropriate he should then support staff in liaising with other agencies and setting up a multi-agency assessment as appropriate. Staff may be required to support other agencies and practitioners in an early help assessment, in some cases acting as the lead practitioner. Any such cases should be kept under constant review and consideration given to a referral to children's social care for assessment for statutory services if the child's situation does not appear to be improving or is getting worse

If parents and/or the child do not consent to an early help assessment, the DSL should take advice from the West Sussex Safeguarding Children Partnership bearing in mind that decisions will always be taken in the child's best interest. The case should then be kept under constant review and consideration should be given to referring a case to children's social care if the child's situation does not appear to be improving.

Where any child is in need of additional support from one or more agencies, we expect that a comprehensive assessment will be undertaken in line with the provisions of this document. This would use local processes which the school will adhere to, including the use of the "Common Assessment Framework (CAF)" and "Team around the Child (TAC)". This includes providing an early offer of coordinated help when additional needs of children are identified and contributing to multi-agency plans to provide additional support to children subject to child protection plans. However, decisions to seek support for a child in need will always be taken in consultation with parents and pupils. Where a child is suffering or likely to suffer significant harm, contacts with parents will be determined by the local authority in line with their investigation plan. Normally, parents will be kept informed of the need to investigate unless this places the child at further risk of harm.

#### **4. WHAT IS CHILD ABUSE?**

All members of staff are directed to the advice "What to do if you are worried a child is being abused – Advice for practitioners" (March 2015)

<https://www.gov.uk/government/publications/what-to-do-if-youre-worried-a-child-is-being-abused--2> which provides information on understanding and identifying abuse and neglect. In addition a summary of two NSPCC fact sheets around the definitions of abuse and recognising signs of abuse at different stages of a child is attached at Appendix A and should be referred to by all staff in raising

their awareness of and helping them to identify the signs of child abuse. All members of staff must also be familiar with Part 1 and Annex B of KCSIE (September 2023).

Part 1 of the DfE guidance KCSIE (September 2023) states that all staff must be aware of the categories of abuse and neglect and the actions to be followed to protect a child from harm whether this is actual or likely. The categories of abuse and harm are rarely 'standalone' events that can be covered by one definition or label. In most cases multiple issues will overlap with one another. Members of staff should also be aware that abuse can be committed by anyone including other children (for example by one or more pupils against another – child on child abuse). The guidance also highlights that sexual abuse is not only perpetrated by adult males but may also be committed by women and by other children. In the new guidance, Part 1 also highlights that all staff should be aware of the school systems in response to children who are absent from education, particularly on repeat occasions and/or prolonged periods.

KCSIE (September 2023) also reminds staff of the importance of mental health in relation to safeguarding and the welfare of children and reminds them that safeguarding incidents can be associated with factors outside of school and there can be risk of abuse or exploitation in situations outside of their families, for example sexual or criminal exploitation or serious youth violence.

Safeguarding and promoting the welfare of children is defined as:

- protecting children from maltreatment;
- preventing impairment of children's mental and physical health or 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.

Safeguarding refers to measures implemented to protect the health, wellbeing and human rights of individuals, which allow people — especially children, young people and vulnerable adults — to live free from abuse, harm and neglect.

## **5. PREVENT DUTY**

The school has a separate Prevent Policy which outlines the responsibilities of all staff to protect children and young people who are vulnerable or may be at risk from extremism and/ or being radicalised.

Please refer to this policy for further details on staff responsibilities in safeguarding pupils from extremism or radicalisation.

Staff should note that any concerns relating to Prevent must be reported through the usual procedures as for any other Child Protection or Safeguarding concern and as laid out in this policy.

## **6. TRANSPARENCY AND OPENNESS**

The school prides itself on its insistence on respect for others and mutual tolerance, and the parents or guardians of our pupils have an important role in supporting the school in ensuring the safety of their own children and other pupils.



Copies of this policy, together with our other associated policies relating to Safeguarding issues, are published on our website and are listed at the end of this document, and we hope that parents and guardians will always feel able to take up any issues or worries that they may have with the school.

Allegations of child abuse or concerns about the welfare of any child will be dealt with consistently in accordance with this policy. Open communications are essential and the school seeks to promote a safeguarding culture across the whole school based on the principles of openness, taking action in a timely manner and working in partnership with other agencies.

## **7. SAFER EMPLOYMENT PRACTICES**

The school follows the Government's statutory guidance for the safer recruitment and employment of staff who work with children and acts at all times in compliance with the requirements. All members of the teaching and non-teaching staff at the school including part-time staff, temporary and supply staff, and visiting staff such as music teachers and sports coaches are subject to the necessary statutory Safer Recruitment checks before starting work. This includes the updates made after the UK's departure from the EU. All governors, volunteers and contractors working regularly during term-time, such as contract catering staff, are also subject to the relevant statutory checks. Confirmation is obtained that appropriate checks and procedures apply to any staff employed by another organisation and working with the school's pupils at the school or on another site such as during educational trips away from the school. The school also ensures that, in line with its Prevent Policy, pupils are safeguarded from staff and/or visitors to the school who will always be screened and risk cleared before they are permitted to enter the school or have contact with pupils. Please refer to the school's Prevent Policy and Recruitment and Selection Policy for further details.

## **8. DISQUALIFICATION FROM WORKING IN CHILDCARE**

In line with the guidance set out in KCSIE (September 2023), the school ensures it is compliant with the *Disqualification under the Childcare Act 2006*. Please refer to the school's Recruitment and Selection Policy for further details. It is important for all staff to remember that their relationships and associations both at home, school and online may have an implication in the safeguarding of children and any changes that might have implications for the safety of children should be made known to the school.

## **9. RAISING AWARENESS**

Ben Dunhill is the NSG for Child Protection and Safeguarding issues, including Safer Recruitment, Child Protection, whistle-blowing and Prevent. The governors carry out an annual review of the school's Child Protection (Safeguarding) policy and procedures, at a meeting which the school's Designated Safeguarding Lead attends.

All Governors receive safeguarding and child protection (including online) training at induction. This training equips them with the knowledge to provide strategic challenge to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training is regularly updated either through the termly safeguarding updates contained within the governors report, via emails from the DSL or through specific training sessions if that is deemed appropriate.

The Governors also receive Safeguarding updates termly in a report from the DSL. The Governors also receive an annual report on safeguarding which is compiled jointly by Ben Dunhill, the NSG and The Deputy Head, the DSL.

The Governing Body is responsible for:

- Reviewing the Child Protection Policy at least annually.
- ensuring that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part 1 and Annex B of KCSIE (September 2023).
- ensuring that the school's safeguarding arrangements reflect local protocols for assessment and meet Safeguarding partnership thresholds as required.
- approving the DSL's job description which includes the key activities of the role. Also they must ensure that the DSL has sufficient time, funding, supervision and support to fulfil his or her child welfare and safeguarding responsibilities effectively, including during extra-curricular activities and school trips.
- ensuring there are appropriate policies and procedures in place in order for appropriate action to be taken in a timely manner to protect, safeguard and promote children's welfare.
- recognising the importance of information sharing between practitioners and local agencies and ensuring that the school contributes to inter-agency working in line with "Working Together to Safeguard Children (July 2022)".
- ensuring that all staff undergo safeguarding and child protection training at induction, that training is updated for all staff in line with WSSCSB (Safeguarding Partnership) advice and that all staff receive Safeguarding updates at least annually or as required by statutory guidance.
- ensuring that pupils are taught about Safeguarding, including online, through teaching and learning opportunities.
- reviewing the procedures for and the efficiency with which the Safeguarding duties have been discharged.
- ensuring that any deficiencies or weaknesses in Safeguarding arrangements are remedied without delay.
- approving amendments to Child Protection and Safeguarding arrangements in the light of changing Regulations or recommended best practice.
- ensuring staff are aware of the whistle-blowing policy in order to raise legitimate concerns without fear of reprisal.
- ensuring staff are fully aware of the code of conduct and comply with the requirements therein.

The NSG visits the school termly to ensure that the policy is known in practice – the NSG will talk to a number of selected staff right across the school to ascertain if they understand the policy and the procedures outlined within it e.g. being able to identify the DSL, being able to discuss how they would react and respond if a child were to disclose and being able to identify possible signs of abuse or specific harms (as set out in Annex B KCSIE September 2023).

## **10. DESIGNATED SAFEGUARDING LEAD (DSL)**

The Deputy Head is DSL for the whole school including EYFS. He has been fully trained for the demands of this role in child protection and inter-agency working. He is also the Deputy Headmaster and is a member of the senior management team at our school, and is also our Prevent Lead.

In his absence Kate Fleming is designated as the Deputy Designated Safeguarding Lead (DDSL), for EYFS and David Finch, Hannah Basham and David Brundish are the DDSLs for the Prep School. Both the DSL and his deputies regularly attend courses with child support agencies to ensure that they remain conversant with best practice. They undergo refresher training regularly and at least every two years, and they all have a job description for their safeguarding roles and key activities as detailed in Appendix B. The DSL and his Deputies also ensure their knowledge and skills remain up to date through the receipt and reading of relevant e-bulletins and emails, and they read and digest safeguarding developments also through meeting with other DSLs. Their training meets the requirements of KCSIE (September 2023).

The DSL is clear that although he may delegate activities to the DDSLs and/or other named staff above he retains the ultimate **lead responsibility** for child protection and safeguarding at the school at all times.

The DSL maintains close links with West Sussex Children's Services and the LADO, contributes to the operation of the local West Sussex Safeguarding Children Partnership and reports regularly each term to the Governors on the Safeguarding issues outlined above, at the termly full Governors' Meeting where Child Protection and Safeguarding is a standing item on the agenda and in his written report to Governors. He maintains close liaison with the NSG at other times of the term, and informs him of any referral or potential referral on a 'no names' basis.

## **11. RECORD KEEPING**

The school's Child Protection (Safeguarding) records are kept securely under lock and key in the DSL's office, and are separated from other routine pupil records. Access is restricted to the DSL and the DDSLs. The DSL ensures that the system for sharing information across the school and different areas and functions is coordinated in order to maintain a holistic view of individual pupil needs.

The DSL is responsible for ensuring that any concerns, discussions, decisions and reasons for Child Protection and Safeguarding decisions are recorded in writing and kept securely as outlined above.

## **12. STAFF INDUCTION AND TRAINING**

All new members of staff, including part-timers, temporary, visiting and contract staff working in the school, receive appropriate induction training from the DSL on arrival at the school on their responsibilities in being alert to the signs of abuse and bullying, of Prevent awareness and on the procedures for recording and referring any concerns to the DSL and, if required, to the main points of local procedures of the West Sussex Safeguarding Children Partnership whose website link is [www.westsussexscb.org.uk](http://www.westsussexscb.org.uk). This induction training for new staff takes place before they start school or as soon as possible afterwards. A record of staff training is maintained and updated as necessary. Safeguarding training is also given to new governors and volunteers.

Everyone attends regular refresher training in line with advice from the local West Sussex Safeguarding Children Partnership. We follow the guidance and renew this training at least every 3 years for all our staff, with the DSL and DDSLs receiving specialist refresher training at least every two years. Visiting Music Teachers and Visiting Activity Teachers (who are self-employed) are given induction training and required to attend the refresher training every 3 years in line with all other school staff. All training is recorded so that it can be accessed remotely by new staff prior to starting work.

In addition, all members of staff are provided with an annual update (or more frequently if required) on Child Protection and Safeguarding matters, to ensure they have the skills and knowledge to keep children safe and ensure their welfare effectively. This annual update takes place during the autumn staff INSET training days and is delivered by the DSL. This training is recorded to share with new staff who join throughout the academic year. The DSL also provides more regular updates via e-mails and/or during staff meetings as and when appropriate and required. Specific attention is given to the additional harms to children contained in Annex B KCSIE (September 2023).

Training in Child Protection (Safeguarding) is an important and integral part of the induction process. Training includes a review of the school's Child Protection (Safeguarding) Policy, including the safeguarding response to children who go missing from education, the school's Prevent Policy, the Staff Code of Conduct Policy and 'Good Behaviour, Discipline, Sanctions and Exclusions' Policies, the school's Whistleblowing Policy, the IT: E-Safety (including the understanding of the filtering and monitoring process), Digital Media, Social Media & Acceptable Use Policy (on-line safety), the identity and responsibilities of the DSL (and DDSLs) and a copy of Part 1 and Annex B of KCSIE (September 2023), as well as Annex A of this policy. All new staff are required to read these documents and to sign to indicate they have both read and understood them, and this requirement is renewed annually. The DSL is responsible for ensuring during the staff induction process that all new members of staff have fully understood Part 1 and Annex B of KCSIE (September 2023), and the school's Child Protection (Safeguarding) policies and procedures. This understanding is checked through informal discussion during the induction sessions.

In addition all members of staff are required to re-read Part 1 of KCSIE (and Annex B as appropriate) on an annual basis and sign to confirm they have both read and understood it. This record is held by the Bursar in their individual Staff File. The understanding of members of staff of Part 1 and Annex B of KCSIE is then checked by the DSL during the annual training session on Child Protection which takes place during the INSET at the start of the Autumn Term. This is done through an informal question and answer session. All members of staff are also given the opportunity to highlight any concerns about their understanding on the form for signing. The Bursar is responsible for informing the DSL of any staff who require additional training in order to be able to confirm their understanding.

Training also promotes staff awareness of child sexual exploitation, child criminal exploitation, county lines, forced marriage, radicalisation, extremism, "honour based" abuse, domestic abuse and female genital mutilation and other specific issues identified in Annex B KCSIE (September 2023). All members of staff are made aware of the signs, symptoms and indicators of such practices and are required to take appropriate action without delay if such a practice is suspected.

The school recognises the expertise of its staff members who are managing safeguarding concerns on a daily basis and welcomes any contribution from staff on safeguarding arrangements or policies. Staff should feed any suggestions directly to the DSL.

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

The school treats the safeguarding of the pupils in its care as the highest priority and recognises the important role it has to play in the recognition and referral of children who may be at risk. All school

employees are made aware of their duty to safeguard and promote the welfare of children in the school's care.

Safeguarding is the responsibility of every member of staff, including part-timers, temporary, visiting, contract and volunteer staff working in the school. They are required to report instances of actual or suspected child abuse or neglect to the DSL. In addition, in line with the school's Prevent Policy, they are required to report any concerns regarding radicalisation or extremism to the Prevent Lead (who is the DSL).

If staff have any concerns about a child they must report the matter to the DSL (or in his absence with the DDSLs) without delay. The DSL (and DDSLs) is most likely to have a complete safeguarding picture and will decide what to do next in collaboration with Children's Services and/or the Police. It will be the responsibility of the DSL to contact children's services in the event of a child suffering or likely to suffer significant harm. Significant harm is where a child's health or development is being avoidably prevented or neglected or they are being ill-treated (actually or likely). The school does not have a power to investigate such concerns as this is the legal responsibility of children's services or the Police. However staff should record what was said without putting words into a child's mouth and then take action to report to the DSL without delay. Anyone may also make a direct referral to West Sussex Multi Agency Safeguarding Hub (see contact information). Other options could also include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the West Sussex Safeguarding Children Partnership).

All staff must be aware of the process for making referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments. Detailed information on statutory assessments can be found in Chapter 1 of Working Together to Safeguard Children (July 2022).

If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken.

If a member of staff does make a direct referral they must inform the DSL that they have done so as soon as possible. The online tool "Reporting Child Abuse to your Local Council" <https://www.gov.uk/report-child-abuse-to-local-council> directs staff to the local children's social care contact number, which is also published in this Policy.

The local authority, as the child protection agency, should make a decision within one working day of a referral being made as to what course of action they will be taking and should let the referrer know this outcome. The DSL will follow up on a referral should this information not be forthcoming.

If after a referral the child's situation does not appear to be improving the DSL should feel confident in pushing children's services for reconsideration to ensure concerns are addressed and the child's situation improves. It should be noted that the children's services where the child is currently living has the primary duty to investigate concerns of significant harm. It will be for the local children's services to decide how and when they engage other local authorities where a child's main home is in another part of the country. (See section 47 Children Act 1989)

If a child is in immediate danger or is at risk of harm a referral should be made to children's social care and the police, where appropriate, immediately. This will normally be done by the DSL but in the event of the DSL not being available any member of staff can make this referral but should then inform the DSL immediately that they have done so. For further guidance on when to contact the police, please refer to the link on the 'NSPCC When to call the police' guidance.

If a concern is raised relating to a pupil being at risk of radicalisation, the DSL will consider the level of risk and ensure the appropriate referral is made, which will include Channel, Children's Social Care or police.

In the case of so-called 'honour'-based abuse such as female genital mutilation (FGM) it is mandatory for members of school staff to report to the police where they discover that an act of FGM appears to have been carried out. Teachers must consider and discuss such cases with the DSL and involve children's social care and police as appropriate.

Private fostering occurs when a child under the age of 16 (under 18 for children with a disability) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or a relative in their own home. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school and college staff through the normal course of their interaction, and promotion of learning activities, with children. Where the arrangements come to the attention of the school or college (and the school or college is not involved in the arrangements), they should then notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child.

Any member of staff who has any concerns, however small, about a pupil should raise this to the DSL as soon as possible. Advice regarding borderline concerns or relating to threshold levels may be sought from the DSL or from the local authority children's services directly. This is to ensure that children receive the right help at the right time to address risks and prevent issues escalating. Staff may find it useful to refer to the flowchart at Appendix C for further guidance on the actions taken if they, or another member of staff, report a concern regarding a child.

All staff are made aware of the importance of acting on any signs of abuse and neglect, keeping clear records, listening to the views of the child, reassessing concerns when situations do not improve, sharing information quickly and taking responsibility for challenging inaction. All concerns, discussions, and decisions made and the reasons for those decisions should always be recorded in writing. If in doubt about recording requirements staff should always discuss this with the DSL.

All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or are being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the designated safeguarding lead (DSL) if they have concerns about a child. It is also important that staff determine how best to build trusted relationships with children and young people which facilitate communication.

#### **14. PROCEDURES TO BE FOLLOWED WHEN CONCERNS ARE IDENTIFIED REGARDING THE CONDUCT OF ADULTS TOWARDS CHILDREN**

Where the allegation(s) concern a member of staff, supply or agency staff or volunteers, the staff member must report the matter immediately and directly to the Headmaster, or where the concern relates to the Headmaster, to the Chairman of Governors. Where an allegation is against the Headmaster, he must not be informed of the allegation prior to contact with the Chairman and LADO. If there is a conflict of interest in reporting any allegation to the Headmaster, it should go directly to the LADO. It will be for the Headmaster or Chair of governors to liaise with the Local Authority Designated Officer (LADO) and to act on the advice provided. See role of LADO and contact details. The principle of upward reporting must prevail.

Allegations of abuse against teachers and other staff (including supply staff) will be dealt with according to the statutory guidance set out in part four of KCSIE (September 2023). The school will ensure allegations against any supply or temporary staff are dealt with in the appropriate manner, even if the school is not the employer of the individual. The school will also follow this guidance for any individual (as detailed above) who has behaved, or may have behaved, in a way which indicates they may not be suitable to work with children. The school must consider “transferable risk” where the individual is involved in an incident outside of school which did not involve children but which might have an impact on their suitability to work with children, for example, a member of staff who is involved in domestic violence at home.

In relation to our nursery/EYFS setting, the school will inform OFSTED within 14 days of any allegations of serious harm or abuse by any person living, working or looking after children at the premises (whether that allegation relates to harm or abuse committed on the premises or elsewhere) or any other abuse which is alleged to have taken place on the premises, and of the action taken in respect of these allegations.

If the allegation concerns a member of staff, supply or agency staff, a volunteer or another pupil he/she would normally be informed as soon as possible after the result of any initial investigation authorised or conducted by the LADO is known. However, advice will always be sought from the LADO on sharing information in order not to prejudice lines of investigation. Should a strategy discussion be required, or police or children’s social care services need to be involved, no information will be shared with the accused until these agencies have been consulted and confirmed what information may be disclosed.

The school will normally appoint a senior member of staff to keep the person informed of the likely course of action and the progress of the case and to provide support for the individual accused. If a live-in member of the boarding staff is suspended pending an allegation, alternative accommodation away from the children will be organised.

The outcome of investigation of an allegation will record whether it is substantiated (sufficient evidence either to prove or disprove it), unsubstantiated (insufficient evidence either to prove or disprove it), false (sufficient evidence to disprove it), malicious (sufficient evidence to disprove it and that there has been a deliberate act to deceive) or unfounded (no evidence or proper basis which supports the allegation being made). If it is established that the allegation is malicious, no details of the allegation will be retained on the individual’s personnel records. In all other circumstances a

written record will be made of the decision and retained on the individual's personnel file in accordance with DfE advice.

If the LADO or any of the statutory child protection authorities decide to take the case further, any staff member concerned may be suspended by the Headmaster (without prejudice pending investigation) if this is felt appropriate although all options to avoid suspension should first be considered. The reasons and justification for suspension will be recorded and the staff member informed of them. In the case of staff the matter will be dealt with in accordance with the school's Disciplinary Policy. Where a member of the residential staff is suspended pending an investigation of a child protection nature, suitable arrangements will be put in place for alternative accommodation away from children. In the case of a pupil the matter will be dealt with under the school's Behaviour and Discipline Policy.

During the course of the investigation the school in consultation with the LADO will decide what information should be given to parents, staff and other pupils and how press enquiries are to be dealt with. In reaching their decision due consideration will be given to the provisions in the Education Act 2011 relating to reporting restrictions identifying teachers who are the subject of allegations from pupils.

Any pupils who are involved will receive appropriate care. If an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff, the school will refer the matter to the DBS and in the case of a teacher to the Teaching Regulation Agency (TRA). The school will also make a serious incident report to the Charity Commission whenever it is appropriate under the Commission's guidelines to do so.

The school follows DBS guidance and procedures regarding referrals and barring decisions and the *Safeguarding Vulnerable Groups Act 2006* and the *Safeguarding Vulnerable Groups Act (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009*. The school will always report to the DBS within one month of that person leaving the school any person (whether employed, contracted, a volunteer or a student) whose services are no longer used because he or she is considered unsuitable to work with children because they are considered to have caused harm or posed a risk of harm to a child. This includes dismissal, non-renewal of a fixed term contract, no longer using a supply teacher engaged directly or supplied by an agency, terminating the placement of a trainee or volunteer, no longer using staff employed by a contractor and resignation and voluntary withdrawal from any of the above.

In line with the guidance issued in KCSIE (September 2023) the school will also report any non-recent abuse allegations to the police.

## **15. LOW LEVEL CONCERNS**

Brambletye promotes a whole school approach to safeguarding and promotes an open and transparent culture in which all concerns about all adults working in or on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately. Creating a culture in which all concerns about adults (including allegations that do not meet the harms threshold (see Part Four - Section two of KCSIE September 2023) are shared responsibly and with the right person, recorded and dealt with appropriately, is critical.



Ongoing training and discussion encourage an open and transparent culture; enable the school to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the school are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the school.

### **What is a low level concern**

The term 'low-level' concern does not mean that it is insignificant. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' – that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO (the LADO can be contacted if there is any doubt).

Examples of such behaviour could include, but are not limited to:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
- humiliating children.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse. It is crucial that any such concerns, including those which do not meet the harm threshold (see Part Four - Section one of KCSIE September 2023), are shared responsibly and with the right person, and recorded and dealt with appropriately. Ensuring they are dealt with effectively should also protect those working in or on behalf of the school from potential false allegations or misunderstandings.

To ensure that low-level concerns are properly understood and acted upon, Brambletye will:

- ensure the staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from inappropriate, problematic or concerning behaviour, in themselves and others
- empower staff to share any low-level safeguarding concerns (see below)
- address unprofessional behaviour and support the individual to correct it at an early stage
- handle and respond to such concerns sensitively and proportionately when they are raised, and
- help identify any weakness in the school or college's safeguarding system.

### **Sharing low-level concerns**

Low-level concerns about a member of staff, supply staff, volunteer or contractor should be reported as per section 14. Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified. Brambletye will ensure they create an environment where staff are encouraged and feel confident to self-refer, where, for example, they have found themselves in a situation which could be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in such a way that they consider falls below the expected professional standards. Referrals can be made to the DSL, DDSL or the Headmaster.

### **Recording low-level concerns**

All low-level concerns should be recorded in writing. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible. These records will be kept in the confidential hard and soft safeguarding files.

Records will be reviewed so that potential patterns of concerning, problematic or inappropriate behaviour can be identified. Where a pattern of such behaviour is identified, the school will decide on a course of action, either through its disciplinary procedures or where a pattern of behaviour moves from a concern to meeting the harms threshold, in which case it will be referred to the LADO. Consideration should also be given to whether there are wider cultural issues within the school that enabled the behaviour to occur and where appropriate policies could be revised or extra training delivered to minimise the risk of it happening again. Records will be retained at least until the individual leaves the school's employment.

### **Responding to low-level concerns**

The Headmaster/DSL will respond to any reports of low-level concerns by collecting as much evidence as possible by speaking:

- directly to the person who raised the concern, unless it has been raised anonymously;
- to the individual involved and any witnesses.

The information collected will help them to categorise the type of behaviour and determine what further action may need to be taken. The Headmaster will be the ultimate decision maker in respect of all low-level concerns, although it is recognised that he may wish to consult with the DSL and take a more collaborative decision making approach.

All information will be recorded along with the rationale for the decisions and action taken.

## **16. WHISTLEBLOWING (SEE SEPARATE POLICY)**

In line with the school's Whistleblowing Policy all staff and volunteers should feel confident in reporting concerns about poor or unsafe practice or potential failures in the school's safeguarding regime. Staff should refer to the Whistleblowing Policy for details on this process.

If a teacher or member of staff has concerns about the behaviour of another member of staff towards a pupil, he or she should report it at once to the DSL (or to the Chairman of Governors where the concern relates to the Headmaster). Any concern will be thoroughly investigated under the school's whistleblowing procedures. Where there are allegations of criminal activity, the statutory authorities will always be informed. Wherever possible, and subject to the rights of the pupil, the member of staff concerned will be informed of the outcome of the investigation. No one who reports a genuine concern in good faith needs to fear retribution. Under the *Public Interest Disclosure Act 1998* the member of staff may be entitled to raise a concern directly with an external body where the circumstances justify it.

Staff should also feel able to raise concerns relating to any perceived failures in the school's safeguarding processes through the school's Whistleblowing procedures. Further details can be found in the school's Whistleblowing Policy.

If a member of staff feels unable to raise concerns, or feels that a genuine concern is not being addressed, he/she may also wish to follow other whistleblowing channels including the NSPCC Whistleblowing helpline (0800 028 0285).

## **17. PUPILS AND MENTAL HEALTH**

All staff should also be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation. Only appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education. If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken by speaking to the DSL or a deputy DSL.

Where children experience a range of emotional and behavioural problems that are outside the normal range for their age, they might be described as experiencing mental health problems or disorders. Mental health professionals have classified these as:

- Emotional disorders, for example phobias, anxiety states and depression;
- Conduct disorders, for example stealing, defiance, fire-setting, aggression and anti-social behaviour;
- Hyperkinetic disorders, for example disturbance of activity and attention;
- Developmental disorders, for example delay in acquiring certain skills such as speech, social ability or bladder control, primarily affecting children with autism and those with pervasive developmental disorders;
- Attachment disorders, for example children who are markedly distressed or socially impaired as a result of an extremely abnormal pattern of attachment to parents or major care givers;
- Trauma disorders, such as post-traumatic stress disorder, as a result of traumatic experiences or persistent periods of abuse and neglect; and
- Other mental health problems including eating disorders, habit disorders, somatic disorders; and psychotic disorders such as schizophrenia and manic depressive disorder

Early intervention to identify issues and provide effective support is crucial. At Brambletye we ensure that we support and promote mental health and wellbeing through the following approach:

1. Prevention: we endeavour to create a safe and calm environment where mental health problems are less likely. Three key words underpin this ethos: Calm, Dignity and Structure. We teach pupils, both directly and indirectly, to be resilient so that they can manage the normal stress of life effectively. This includes teaching pupils about mental wellbeing through the curriculum and reinforcing this teaching through school activities and our ethos.

2. Identification: through training, data collection and regular communication, we aim to recognise emerging issues as early and accurately as possible.
3. Early support: we have a School counsellor who is an experienced Child and Adolescent Psychotherapist who is available to support pupils and families.
4. Access to specialist support: if required we work together with external agencies to provide swift access or referrals to specialist support and treatment.

There are three key elements that help us identify children at risk of mental health problems.

1. Effective use of data so that changes in pupils' patterns of attainment, attendance or behaviour are noticed and can be acted upon; along with
2. An effective pastoral system where our members of staff, led by form and personal tutors, know our pupils very well. Our staff are also regularly trained in mental health awareness to help them spot bad or unusual behaviour that may have a root cause that needs addressing. Where this is the case the pastoral system graduated response process would be implemented with pupils referred to our Additional Pupil Support team and then possibly up to some external support. The graduated response process provides the structure through which staff can escalate the issue and take decisions about what to do next.
3. All pupils who are identified as at risk are discussed at the termly Pastoral Welfare Group, which is chaired by the Assistant Head Pastoral.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following this policy and speaking to the designated safeguarding lead or a deputy.

## **18. TRANSFER OF CHILD PROTECTION RECORDS**

If a pupil with a Safeguarding file leaves the school, the file should be transferred to the new school as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.

The school's local authority is West Sussex County Council (WSCC) which operates the local West Sussex Safeguarding Children Board Partnership. It operates according to the procedures detailed in the Pan Sussex Child Protection and Safeguarding Procedures Manual. The school's points of contact with the West Sussex Safeguarding Children Board Partnership are listed at the front of this policy.

## **19. CHILD ON CHILD ABUSE INCLUDING SEXUAL VIOLENCE AND SEXUAL HARASSMENT**

All staff should be aware that children can abuse other children (often referred to as child on child abuse or previously peer on peer). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of child on child abuse and know how to identify it and respond to reports.

All staff should understand, that even if there are no reports of child on child abuse, it does not mean it is not happening, it may be the case that it is just not being reported. As such it is important if staff have any concerns regarding child on child abuse they should speak to the DSL or DDSL.

It is essential that all staff understand the importance of challenging inappropriate behaviours between children, many of which are listed below, that are actually abusive in nature. Downplaying certain behaviours, for example dismissing sexual harassment as “just banter”, “just having a laugh”, “part of growing up” or “boys being boys” can lead to a culture of unacceptable behaviours, an unsafe environment for children and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. Allegations of child on child abuse will be dealt with in the same way as any other allegations of abuse, and victims will be supported through the process. Brambletye has a zero-tolerance approach to any child on child abuse.

Child on child abuse is most likely to include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying);
- abuse in intimate personal relationships between children;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse);
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse;
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party;
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery);
- upskirting, which typically involves taking a picture under a person’s clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

Where allegations of abuse or assault have been made against one or more pupils a thorough risk-assessment of the situation and risk-based decision-making (taking into account the advice of statutory authorities where appropriate) will be carried out to ensure the safety of all pupils. Child on child abuse will be referred to local agencies where the school has reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm.

All members of staff are responsible for watching out for signs of pupils being in abusive relationships and / or suffering from child on child sexual violence or sexual harassment. Some of the common signs of relationship abuse are detailed below, though school employees should be aware that all young people respond differently and that these signs could also be indicators of other issues:

- Physical signs of injury
- Missing school
- Decline in attainment
- Changes in behaviour, mood and personality, becoming withdrawn and passive
- Bullying/being bullied
- Isolation from family and friends
- Inappropriate sexual behaviour, language or attitudes

- Depression
- Self-harm, eating disorders, problems with sleeping
- Use of drugs or alcohol (especially where these haven't been used before)

The Sexual Offences Act 2003 states that the age of consent for sex is 16 years old. It is not intended that the sexual offences legislation be used to prosecute mutually consenting sexual activity between under 16s, unless it involves abuse or exploitation. To protect younger children, the legal situation is that children aged under 13 years can never legally give consent.

If a member of staff has any concerns, or if a pupil discloses that they are being abused by another pupil, including any suggestion of upskirting, the member of staff concerned must report their concerns directly to the DSL. All staff are trained in responding to a report. Established procedures will then be followed, including the DSL completing an immediate risk and needs assessment, taking appropriate advice from local agencies and making an immediate referral to children's social care and / or the police for any children who are deemed to be in immediate danger or at risk of immediate harm. If the allegation is deemed not to be a safeguarding issue, the school's internal counselling and/or discipline policies will be followed.

The school aims to minimise the risk of child on child abuse by taking a proactive, preventive and educative approach to safeguarding issues with its staff and pupils. Teaching and learning opportunities relating to child on child abuse, as well as other areas of safeguarding, are given to our pupils within the context of PSHE lessons and through the following:

- Headmaster's assemblies;
- Tutor Group assemblies
- Current Affairs discussions;
- Pastoral discussions between pupils and Tutors;
- Engagement between pupils and the wider pastoral team, including Boarding team/Matrons, Gap Students and House Leaders;
- Presentations from external speakers.

Such lessons are to be given in an emotionally safe environment; ground rules of confidentiality should be given and any vulnerable pupils identified and managed in line with our Child Protection (Safeguarding) Policy. The school recognises the challenge that young people face in talking about such issues and so learning opportunities should aim to develop confidence in our pupils so that they feel they can communicate about safeguarding issues, including asking questions and disclosing concerns.

The school's initial response to a report from a child is important. All staff should reassure victims that they are being taken seriously and that they will be supported and kept safe. The needs and wishes of the victim should be paramount and the victim should never be made to feel they are the problem by reporting sexual violence or sexual harassment nor should they be made to feel ashamed for making a report. We ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide.

As a boarding school, staff must be alert to signs of abuse in this setting, for example, inappropriate pupil relationships and the potential for child on child abuse outside the normal school day.

Evidence shows girls, children with SEND and LGBT children are at greater risk. Even if there are no reported cases of child-on-child abuse, such abuse may still be taking place and is simply not being

reported. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

### **Boarding**

Brambletye is a boarding school and as such there are additional risks to consider due to the unique nature of boarding accommodation and the risks associated with children sharing overnight accommodation. All staff involved in boarding are trained in safeguarding and will monitor this. The supervision of boarding is set up to mitigate this risk. Any concerns raised in boarding will be dealt with in exactly the same way as any other concern.

### **Sexual violence and sexual harassment**

Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally), in or outside school and are never acceptable. All staff working with children are advised to maintain an attitude of 'it could happen here'.

Addressing inappropriate behaviour (even if it appears to be relatively innocuous) can be an important intervention that helps prevent problematic, abusive and/or violent behaviour in the future. Children who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school. Staff at Brambletye should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school or college, including intimate personal relationships.

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. But 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.

It is important to note that children may not find it easy to tell staff about their abuse verbally. Children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report or a member of school or college staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong. If staff have any concerns about a child's welfare, they should act on them immediately rather than wait to be told.

Children who have experienced sexual violence display a very wide range of responses to their experience, including in some cases clear signs of trauma, physical and emotional responses, or no overt signs at all. We should remain alert to the possible challenges of detecting those signs and show sensitivity to the needs of the child (e.g. about attendance in lessons) irrespective of how overt the child's distress is.

Our initial response to a report from a child is incredibly important. How the school responds to a report can encourage or undermine the confidence of future victims of sexual violence and sexual

harassment to report or come forward. It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward and that they will be supported and kept safe. Abuse that occurs online or outside school should not be downplayed and should be treated equally seriously. 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 or their experience minimised.

The starting point for any report will be that there is a zero-tolerance approach to sexual violence and sexual harassment. Where there is an online element to a report, the school will reference the guidance on searching screening and confiscation advice and UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people. A flow chart that summarises the response is included in Appendix D.

Further information and advice relating to sexual violence and sexual harassment between children in schools can be found in Keeping Children Safe in Education Part 5

## **20. REPORTING CONCERNS TO THE DSL ABOUT CHILD ON CHILD BEHAVIOURS**

Any allegation of pupil on pupil abuse must be reported immediately to the DSL. The DSL will take advice from children's services on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved, including the pupil or pupils accused of abuse. We will ensure that all children understand the law on child-on-child abuse is there to protect them rather than criminalise them. Brambletye understands that support for any siblings needs to be considered.

A pupil against whom an allegation of abuse has been made may be suspended from the school during the investigation and the school's policy on behaviour, discipline and sanctions will apply.

If it is necessary for a pupil to be interviewed by the police in relation to allegations of abuse, the school will ensure that, subject to the advice of children's services parents are informed as soon as possible and that the pupil is supported during the interview by an appropriate adult. In the case of a pupil whose parents are abroad, the pupil's Education Guardian will be requested to provide support to the pupil and to accommodate him/her if it is necessary to suspend the pupil during the investigation.

The school will also take into account the support that any alleged perpetrator will require. This will be reviewed on a case-by-case basis and the proportionality of any response will be carefully considered. Taking disciplinary action and still providing appropriate support are not mutually exclusive actions. They can, and should, occur at the same time if necessary.

Staff should refer to the school's Anti-Bullying (and within that the cyber bullying section) Policies for further details.

## **21. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES**

Children with special educational needs and disabilities (SEND) can face additional safeguarding challenges. All members of staff are responsible for recognising the additional barriers which can exist when recognising abuse and neglect in this group of children.



These can include:

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

To address these additional challenges, the school will consider if extra pastoral support for children with SEN and disabilities is required.

Staff requiring additional support in recognising these barriers should speak to the DSL and/or the Head of Learning Development for further advice and support.

## **22. LOOKED AFTER AND PREVIOUSLY LOOKED AFTER CHILDREN AND CHILDREN WHO NEED A SOCIAL WORKER**

Staff members are alerted to the particular potential vulnerabilities of looked after children and previously looked after children, as well as children who need a social worker due to safeguarding or welfare needs. The Governing Body has appointed the DSL as the designated teacher to promote the educational achievement of any children who are looked after and previously looked after and the Governing Body will ensure this person has appropriate training and knowledge to protect and promote their welfare. A child who is looked after by a local authority (referred to as a looked-after-child) as defined in section 22 Children Act 1989, means a child who is subject to a care order (interim or full care order) or who is voluntarily accommodated by a local authority.

The DSL is responsible for ensuring he has the required information on any looked after and previously looked after children, including details of the child's social worker and the name of the virtual school head in the authority that looks after the child. The DSL must liaise regularly with staff from the virtual school and attend all Child Protection conferences / core groups and Local Authority meetings as necessary.

## **23. ONLINE SAFETY**

Everyone should be aware that abuse can take place wholly online. The school recognises the need to ensure children are safeguarded from potentially harmful and inappropriate online material. The school aims to promote and educate pupils in the safe use of technology. Cyberbullying and the sharing of nude images (sexting) by pupils will be treated as seriously as any other type of bullying and will be managed through our anti-bullying procedures. Serious incidents will be managed in line with the child protection procedures outlined in this policy.

All staff should be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse other children online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

Many pupils own or have access to handheld devices and the school encourages parents to consider measures to keep their children safe when using the internet and social media at home and in the community. All members of staff receive regular briefings on online safety matters, including how the school uses the GoGuardian system to monitor and filter online content. Please refer to the school's IT: E-Safety, Digital Media, Social Media & Acceptable Use Policy for further details.

Pupils are not permitted to bring mobile telephones, smart phones, tablets or handheld devices into school but should it be required, the school follows the Department for Education's advice regarding searching, screening and confiscation of items (July 2022).

## **24. INFORMING PARENTS**

In general, the school authorities believe that parents should be informed about any concerns regarding their children. It is important that we are open and transparent in our dealings with parents. However, concerns of a child protection nature must be referred to the DSL who will decide on the appropriate response. In a very few cases, it may not be right to inform the parents of the concerns immediately as that action could prejudice any investigation, or place the child at further risk. In such cases, advice will be sought from the children's services.

## **25. PROMOTING CHILD PROTECTION AND SAFEGUARDING AWARENESS**

The school's curriculum and pastoral systems are designed to foster the spiritual, moral, social and cultural development of all our pupils. All members of teaching staff play a vital role in this process, helping to ensure that all pupils relate well to one another and feel safe and comfortable within the school. We expect all teaching and medical staff to lead by example and to play a full part in promoting an awareness that is appropriate to their age amongst all our pupils on issues relating to health, safety and well-being. All school employees, including all non-teaching staff, have an important role in insisting that pupils always adhere to the standards of behaviour set out in our Behaviour and Discipline Policy and in enforcing our Anti-Bullying Policy.

Time is allocated in PSHEE lessons to discuss what constitutes appropriate behaviour and on why bullying and lack of respect for others is never right. Assemblies, drama and RS lessons are also used to promote tolerance and mutual respect and understanding. As outlined in our Prevent Policy and E-Safety, Digital Media, Social Media and Acceptable Use Policy, the school curriculum also educates pupils on the appropriate use of social media and the dangers of downloading and sharing inappropriate material. In line with the government statutory regulations the school will also ensure the curriculum provides appropriate Relationship Education and Relationships and Sex Education to pupils where appropriate.

If a child does disclose information the following bullet points provide an overview of the actions that you should take:

- Listen carefully to the child. Avoid expressing your own views on the matter. A reaction of shock or disbelief could cause the child to 'shut down', retract or stop talking
- Let them know they've done the right thing. Reassurance can make a big impact to the child who may have been keeping the abuse secret
- Tell them it's not their fault. Abuse is never the child's fault and they need to know this

- Say you believe them. A child could keep abuse secret in fear they won't be believed. They've told you because they want help and trust you'll be the person to believe them and help them
- Avoid leading questions. Say 'tell me what has happened'.
- Don't talk to the alleged abuser. Confronting the alleged abuser about what the child's told you could make the situation a lot worse for the child
- Explain what you'll do next. If age appropriate, explain to the child you'll need to report the abuse to someone who will be able to help
- Don't delay reporting the abuse. The sooner the abuse is reported after the child discloses the better. Report and record as soon as possible so details are fresh in your mind and action can be taken quickly.
- Staff should not promise confidentiality.

All pupils know that there are adults to whom they can turn if they are worried, including the school Visitors, and the medical staff. If the school has concerns about a child there is always a recognised requirement for sensitive communication. Our support to pupils includes the following:

- Every child has access to guidance on where to turn for advice, including confidential helplines and web addresses for external specialists such as ChildLine, Children's Commissioner on 0800 528 0731 [www.childrenscommissioner.gov.uk](http://www.childrenscommissioner.gov.uk) and the contact details for the school's listener.
- All pupils have access to a telephone helpline enabling them to call for support in private. Relevant telephone numbers are provided by the telephone next to the chapel.
- Our surgery and boarding accommodation display advice on where pupils can seek help.
- The school provides leadership training to senior pupils which specifically covers child protection issues and the importance of offering support and assistance to younger and to vulnerable pupils.
- We provide regular lessons to pupils on e-safety and ensure that all pupils understand and adhere to the school's guidelines in this area. For more details on cyber-bullying please refer to the relevant school policy on cyberbullying and E-Safety.
- PSHEE and Current Affairs lessons are provided for pupils in the Upper School which include information on subjects such as radicalisation and Female Genital Mutilation.

## **26. CONFIDENTIALITY**

Staff members should never give absolute guarantees of confidentiality to pupils or adults wishing to tell them about something serious. They should guarantee only that they will pass on information to the minimum number of people who must be told in order to ensure that the proper action is taken to sort out the problem and that they will not tell anyone who does not have a clear need to know. They will also take whatever steps they can to protect the informing pupil or adult from any retaliation or unnecessary stress that might be feared after a disclosure has been made.

## **27. STAFF CODE OF CONDUCT, BEHAVIOUR AND POSITION OF TRUST**

As a result of their knowledge, position and/or the authority invested in their role, all adults working with children and young people in education settings are in positions of trust in relation to the young people in their care. A relationship between a member of staff and a pupil cannot be a relationship between equals. There is potential for exploitation and harm to vulnerable young people, and all

members of staff have a responsibility to ensure that an unequal balance of power is not used for personal advantage or gratification.

Wherever possible, staff should avoid behaviour which might be misinterpreted by others, and report and record any incident which has this potential.

Members of staff must consult the relevant Staff Handbook and the following policies in connection with Staff Behaviour:

- Staff Code of Conduct (including policies on alcohol, on use of social media and on 'Contact Adult to Child')
- Restraint – in Good Behaviour, Discipline, Sanctions and Exclusions Policy
- Data Protection Policy
- Whistle Blowing Policy
- Intimate Care Policy

All policies are available to staff on the school's system or in paper format on request to the Bursar.

The following guidelines apply particularly to Child Protection (Safeguarding):

In general, pupils should be encouraged to discuss with their parents or guardians issues that are troubling them. It may be appropriate to suggest that a pupil sees the school counsellor or a member of the medical staff.

Members of staff need to ensure that their behaviour does not inadvertently lay them open to allegations of abuse. They need to treat all pupils with respect and try, as far as possible, not to be alone with a child or young person. Where this is not possible, for example, in an instrumental music lesson, or sports coaching lesson, it is good practice to ensure that others are within earshot. Where possible, a gap or barrier should be maintained between teacher and child at all times. Any physical contact should be the minimum required for care, instruction or restraint. Staff should avoid taking one pupil on his/her own in a car and if this is required in an emergency the pupil should sit in the back of the car.

## **28. INFATUATIONS AND CRUSHES**

These unfortunately do develop and can involve pupils and teachers of both sexes on both a heterosexual and homosexual basis. They need to be handled sensitively. Careless and insensitive reactions may cause distress to those involved and it is possible that these may provoke false accusations. It is in the interests of all parties to avoid adding to the pupil's problems by encouraging the crush or making jokes about the situation. In such situations the advice of the DSL or Headmaster must be sought. Other members of staff have a part to play in alerting a colleague to the possibility of an infatuation in order that appropriate steps can be taken to minimise hurt and distress and the risk to the teacher concerned. Whilst the risk of infatuation is not limited to any particular group of members of staff, new teachers must recognise their particular vulnerability to adolescent infatuation. If a member of staff is concerned that he/she is developing a friendship with a pupil which would have the potential to become an unacceptable relationship, he/she must seek guidance from the DSL or Headmaster and must ensure that the relationship does not develop further.

## **29. COMMUNICATION WITH PUPILS**

Members of staff should not give their personal mobile phone numbers or email addresses to pupils, nor should they communicate with them by text message, personal email or through social media or networking sites. If they need to speak to a pupil by telephone, they should use one of the school's telephones and email using the school system. This approach is also detailed in the school's E-Safety, Digital Media, Social Media and Acceptable Use Policy

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

Where use of a school camera is not practicable, members of teaching and administrative staff may use their personal mobile phones to take photos or videos of pupils during the school day or at school events in order to provide such photos to the Headmaster and the Marketing Department for marketing and publicity purposes.

Any photos taken should be saved onto the school systems at the earliest opportunity, and all material must then be deleted immediately from the personal device. Further details can be found in the E-Safety, Digital Media, Social Media and Acceptable Use Policy.

### Early Years

To ensure the safety and welfare of the children in our care this policy outlines the protocols for the use of personal mobile phones/devices and cameras in the EYFS setting within the Pre-Prep Department.

- Personal mobile phones, cameras and video recording equipment cannot be used when in the presence of children on school premises including the swimming pool.
- All mobile phones must be stored securely out of reach within the setting during contact time with children. (This includes staff, visitors, parents, volunteers and students).
- No parent is permitted to use their mobile phone or use its camera facility whilst inside school buildings, in the swimming pool or around the grounds when children are present, unless invited to do so by the Head of Pre-Prep i.e. parent sharing assemblies or Sports Day
- Mobile phones must not be used in any teaching area within the setting or within the bathroom areas.
- In the case of a personal emergency, staff should use the school telephone.
- Personal calls may be made in non-contact time but not within the teaching areas.
- Personal mobiles, cameras or video recorders should not be used to record classroom activities
- Photographs and recordings can only be transferred to and stored on a school computer/iPad or laptop before printing.
- All telephone contact with Parents/Carers should be made on the school telephone.
- During group outings nominated staff will have access to the school mobile which can be used in an emergency or for contact purposes. Staff may carry their own phones in bags but they should only be used in emergencies.
- In the case of school productions and sports day, parents/carers are permitted to take photographs/video footage of their own child in accordance with school protocols but they are advised that publication of any such photographs on social networking sites will see this

privilege withdrawn. Most Pre-Prep events will be videoed / photographed by school staff and then made available to parents.

### **31. PHYSICAL CONTACT WITH PUPILS**

There are occasions when it is entirely appropriate and proper for staff to have limited physical contact with pupils (e.g. for demonstration purposes in music or sport tuition, or to help or console an injured or distressed child, or to reassure a child - more detailed advice is given in the Staff Code of Conduct), but it is crucial that they only do so in ways appropriate to their professional role. Staff should, therefore, use their professional judgement at all times. Staff should not have unnecessary physical contact with pupils and should be alert to the fact that minor forms of friendly physical contact can be misconstrued by pupils or onlookers.

A member of staff can never take the place of a parent in providing physical comfort and should be cautious of any demonstration of affection.

Physical contact should never be secretive, or for the gratification of the adult, or represent a misuse of authority. If a member of staff believes that an action could be misinterpreted, the DSL and Headmaster should be informed immediately and the incident and circumstances should be recorded as soon as possible, and, if appropriate, a copy placed on the pupil's file.

### **32. PHYSICAL RESTRAINT**

Any physical restraint is only permissible when a child is in imminent danger of inflicting an injury on himself/herself or on another, and then only as a last resort when all efforts to defuse the situation have failed. Another member of staff should, if possible, be present to act as a witness.

All incidents of the use of physical restraint should be reported immediately to the DSL and Headmaster and recorded in writing. The DSL and Headmaster will then decide what to do next. Where this relates to the school's nursery/EYFS setting, parents will be informed of any physical restraint used on their child the same day or as soon as reasonably practicable. Further details can be found in the school's Restraint Policy.

### **33. PHYSICAL EDUCATION AND OTHER ACTIVITIES REQUIRING PHYSICAL CONTACT**

Where exercises or procedures need to be demonstrated, extreme caution should be used if the demonstration involves contact with pupils and, wherever possible, contact should be avoided. It is acknowledged that some staff, for example, those who teach PE and games, or who offer music tuition, will, on occasions, have to initiate physical contact with pupils in order to support a pupil so they can perform a task safely, to demonstrate the use of a particular piece of equipment/instrument or assist them with an exercise. This should be done with the pupil's agreement.

Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment. Staff should remain sensitive to any discomfort expressed verbally or nonverbally by the child.

### **34. TRANSPORTING PUPILS**

It is inadvisable for a teacher to give a lift in a car to a pupil alone. Wherever possible and practicable it is advisable that transport is undertaken other than in private vehicles, with at least one adult additional to the driver acting as an escort. If there are exceptional circumstances that make unaccompanied transportation of pupils unavoidable, the journey should be made known to a senior member of staff and the pupil should sit in the back seat of the car.

### **35. STAFF ACCESS TO BOARDING ACCOMMODATION (REFERENCE TO NMS FOR BOARDING SCHOOLS)**

The Estates team access the boarding accommodation when required during the day when boarders are not in the accommodation. Best practice is for Estates staff not to enter the accommodation alone but to work in pairs. Similarly members of the Estates team do not enter the changing block alone and must ask for a chaperone if necessary.

The Domestic Cleaners may enter to clean the boarding accommodation when the children are not in the accommodation, this usually being either when the children are having breakfast in the Dining Room or are in lessons.

### **36. STAFF MEDICATION**

In line with the Statutory Framework for the Early Years Foundation Stage, (September 2021) staff must not be under the influence of alcohol or any other substance which may affect their ability to care for children. If staff are taking medication which may affect their ability to care for children, they must seek medical advice and inform the DSL as necessary. The school will only allow staff to work directly with children if medical advice confirms that the medication is unlikely to impair that staff member's ability to look after children properly. Staff medication on the premises must be kept out of the reach of children at all times and staff working within the EYFS must ensure they follow the guidelines on safe storage of medication as set out by the Head of Pre-Prep.

### **37. CHANGING ARRANGEMENTS FOR CHILDREN**

Please refer to the Intimate Care Policy for details.

### **38. ACTION IF A PUPIL IS MISSING FROM EDUCATION**

All children, regardless of circumstances, are entitled to a full time education. Effective information sharing between parents, schools and local authorities is critical to ensuring that all children are safe and receiving suitable education.

A child going missing from education is a potential indicator of abuse or neglect and such children are at risk of being victims of harm, exploitation or radicalisation. Staff are therefore required to follow the school's procedures for unauthorised absence as outlined in the school's Missing Pupils Policy. The school will aim where possible to ensure we hold more than one emergency contact number for all pupils to allow contact to be made with a responsible adult should a child missing education also be identified as a welfare and / or safeguarding concern.

In addition, and in line with the school's Prevent Policy, staff are required to understand the importance of monitoring pupil absences and promptly addressing any concerns regarding irregular absence with parents / carers. Staff should ensure they are mindful of their obligation to inform the local authority of any concerns relating to pupil absence in line with KCSIE (September 2023). Staff are able to report any concerns to the DSL and ensure they follow the safeguarding procedures to protect pupils who go missing from school, particularly on repeat occasions. The DSL is then responsible for notifying the Local Authority should a pupil fail to attend school regularly or be absent without permission for more than 10 continuous school days.

### **39. EQUAL TREATMENT**

The school is committed to equal treatment for all pupils regardless of sex, race, disability, sexual orientation, religion or belief. We keep a record of racist incidents.

We aim to create a friendly, caring and perceptive environment in which every individual is valued. We endeavour to contribute positively towards the growing autonomy, self-esteem and safety of each pupil. Our staff undertake regular consultation activities with our pupils e.g. through PSHEE lessons, the Pupil Voice, tutor meetings and frequent and regular conversations between staff and pupils.

### **40. ANTI-BULLYING**

Bullying, harassment and victimisation and discrimination will not be tolerated. We treat all our pupils and their parents fairly and with consideration and we expect them to reciprocate towards each other, the staff and the school. Any kind of bullying is unacceptable and the school keeps a record of any such incidents. Please see our school policies on anti-bullying for further details. Incidents of bullying which are likely to lead to significant harm also fall under this policy. Please see the Anti-Bullying Policy.

### **41. COMPLAINTS**

The school's Complaints Procedure is available on the school website, and a copy can be sent to any parent on request. Any complaint arising from the implementation of this policy will be considered under the school's complaints procedure.

### **42. MONITORING AND EVALUATION OF THIS POLICY**

The school monitors and evaluates its Child Protection (Safeguarding) Policy and procedures through the following activities:

- Written Annual Report to the Governors by the NSG & DSL, with sign off by the Governing Body at the Full Board meeting in November
- Termly report to Governors on Safeguarding matters from the DSL, with a standing item on the Governors' Agenda each term for Governor scrutiny
- Governor visits to the school including at least a termly visit from the NSG, and regular discussions between the DSL and NSG
- Senior management team discussions
- Staff meetings



- Pupil questionnaires
- Scrutiny of attendance data
- Regular analysis of a range of risk assessments especially by the Health & Safety Officer
- Regular analysis of appropriate provision for the fulfilment of other safeguarding responsibilities relevant to the school. We take full account of the nature, age range and other significant features of the school, including historical issues, in the provisions made for safeguarding
- A log of serious incidents (including bullying and/or racist behaviour) kept by the Deputy Headmaster and reviewed regularly by the senior management team
- Regular review of parental concerns and parental questionnaires
- Regular review of the use of pupils leisure rooms and activities after school
- Regular review of the School Council minutes

**43. APPENDIX A - Summary of NSPCC Factsheets July 2020/April 2014 & Definitions from KCSIE September 2023**

<https://learning.nspcc.org.uk/media/1188/definitions-signs-child-abuse.pdf>

a. What is child abuse?

Child abuse happens when a person harms a child. It can be physical, sexual or emotional, but can also involve neglect. Children may be abused by:

- family members
- friends
- people working or volunteering in organisational or community settings
- people they know
- strangers.

b. General signs of abuse

Children experiencing abuse often experience more than one type of abuse over a period of time. Children who experience abuse may be afraid to tell anybody about the abuse. They may struggle with feelings of guilt, shame or confusion – particularly if the abuser is a parent, caregiver or other close family member or friend.

c. Definitions and signs of child abuse

Many of the signs that a child is being abused are the same regardless of the type of abuse. Anyone working with children or young people needs to be able to recognise the signs. These include a child:

- being afraid of particular places or making excuses to avoid particular people
- knowing about or being involved in ‘adult issues’ which are inappropriate for their age or stage of development, for example alcohol, drugs and/or sexual behaviour
- having angry outbursts or behaving aggressively towards others
- becoming withdrawn or appearing anxious, clingy or depressed
- self-harming or having thoughts about suicide
- showing changes in eating habits or developing eating disorders
- regularly experiencing nightmares or sleep problems
- regularly wetting the bed or soiling their clothes
- running away or regularly going missing from home or care
- not receiving adequate medical attention after injuries.

These signs do not necessarily mean that a child is being abused. There may well be other reasons for changes in a child’s behaviour such as a bereavement or relationship problems between parents or carers. If you have any concerns about a child’s wellbeing, you should report them following your organisation’s safeguarding and child protection procedures.

d. Child Abuse Definitions

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

e. Abuse

a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the

impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

f. Physical Abuse

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

g. Neglect

The persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy, for example, as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

h. Sexual Abuse

Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing, and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue (also known as child on child abuse) in education and all staff should be aware of it and of the schools policy and procedures for dealing with it.

i. Emotional Abuse

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

j. Child Sexual Exploitation and Child Criminal Exploitation (CCE)

Both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation.

### **Child Criminal Exploitation (CCE)**

Some specific forms of CCE can include children being forced or manipulated into transporting drugs or money through county lines, working in cannabis factories, shoplifting or pickpocketing. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence, or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. As children involved in criminal exploitation often commit crimes themselves, their vulnerability as victims is not always recognised by adults and professionals, (particularly older children), and they are not treated as victims despite the harm they have experienced. They may still have been criminally exploited even if the activity appears to be something they have agreed or consented to.

It is important to note that the experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however professionals should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation. Further information about CCE including definitions and indicators is included in Annex B of KCSIE (September 2023).

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

CSE is a form of child sexual abuse. Sexual abuse may involve physical contact, including assault by penetration (for example, rape or oral sex) or nonpenetrative acts such as masturbation, kissing, rubbing, and touching outside clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse including via the internet. CSE can occur over time or be a one-off occurrence, and may happen without the child's immediate knowledge e.g. through others sharing videos or images of them on social media.

CSE can affect any child, who has been coerced into engaging in sexual activities. This includes 16 and 17 year olds who can legally consent to have sex. Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship. Further information about CSE including definitions and indicators is included in Annex B of KCSIE (September 2023).

#### **k. Harmful Sexual Behaviour**

Harmful sexual behaviour (HSB) is developmentally inappropriate sexual behaviour which is displayed by children and young people and which may be harmful or abusive. It may also be referred to as sexually harmful behaviour or sexualised behaviour. HSB encompasses a range of

behaviour, which can be displayed towards younger children, peers, older children or adults. It is harmful to the children and young people who display it, as well as the people it is directed towards.

HSB can include:

- using sexually explicit words and phrases
- inappropriate touching
- using sexual violence or threats
- sexual activity with other children or adults.

Sexual behaviour between children is considered harmful if one of the children is much older – particularly if there is more than two years' difference in age or if one of the children is pre-pubescent and the other isn't (Davies, 2012). However, a younger child can abuse an older child, particularly if they have power over them – for example, if the older child is disabled (Rich, 2011).

#### l. Domestic Abuse

Domestic abuse is any type of controlling, coercive, threatening behaviour, violence or abuse between people who are, or who have been in a relationship, regardless of gender or sexuality. It can include physical, sexual, psychological, emotional or financial abuse. Exposure to domestic abuse is child abuse. Children can be directly involved in incidents of domestic abuse or they may be harmed by seeing or hearing abuse happening. Children in homes where there is domestic abuse are also at risk of other types of abuse or neglect.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. 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.

#### m. Bullying and Cyberbullying

Bullying is when individuals or groups seek to harm, intimidate or coerce someone who is perceived to be vulnerable. Bullying includes:

- verbal abuse, such as name calling
- non-verbal abuse, such as hand signs or glaring
- emotional abuse, such as threatening, intimidating or humiliating someone
- exclusion, such as ignoring or isolating someone
- undermining, by constant criticism or spreading rumours
- controlling or manipulating someone
- racial, sexual or homophobic bullying
- physical assaults, such as hitting and pushing
- making silent, hoax or abusive calls.

Bullying can happen anywhere – at school, at home or online. When bullying happens online it can involve social networks, games and mobile devices. Online bullying can also be known as cyberbullying. Cyberbullying includes:

- sending threatening or abusive text messages
- creating and sharing embarrassing images or videos
- 'trolling' - sending menacing or upsetting messages on social networks, chat rooms or online games
- excluding children from online games, activities or friendship groups

- setting up hate sites or groups about a particular child
- encouraging young people to self-harm
- voting for or against someone in an abusive poll
- creating fake accounts, hijacking or stealing online identities to embarrass a young person or cause trouble using their name.

n. Child Trafficking

Child trafficking is child abuse. It involves recruiting and moving children who are then exploited. Many children are trafficked into the UK from overseas, but children can also be trafficked from one part of the UK to another.

Children may be trafficked for:

- child sexual exploitation
- benefit fraud
- forced marriage
- domestic servitude such as cleaning, childcare, cooking
- forced labour in factories or agriculture
- criminal exploitation such as cannabis cultivation, pickpocketing, begging, transporting drugs, selling pirated DVDs and bag theft.

Children who are trafficked experience many forms of abuse and neglect. Physical, sexual and emotional abuse is often used to control them and they're also likely to suffer physical and emotional neglect. Child trafficking can require a network of organised criminals who recruit, transport and exploit children and young people. Some people in the network might not be directly involved in trafficking a child but play a part in other ways, such as falsifying documents, bribery, owning or renting premises or money laundering (Europol, 2011).

Child trafficking can also be organised by individuals and the children's own families. Traffickers trick, force or persuade children to leave their homes. They use grooming techniques to gain the trust of a child, family or community. Although these are methods used by traffickers, coercion, violence or threats don't need to be proven in cases of child trafficking - a child cannot legally consent to their exploitation so child trafficking only requires evidence of movement and exploitation.

Modern slavery is another term which may be used in relation to child trafficking. Modern slavery encompasses slavery, servitude, forced and compulsory labour and human trafficking (HM Government, 2014). The Modern Slavery Act passed in 2015 in England and Wales categorises offences of slavery, servitude, forced or compulsory labour and human trafficking.

o. Female Genital Mutilation

Whilst all staff should speak to the designated safeguarding lead (or deputy) with regard to any concerns about female genital mutilation (FGM), there is a specific legal duty on teachers. If a teacher, in the course of their work in the profession, discovers that an act of FGM appears to have been carried out on a girl under the age of 18, the teacher must report this to the police.

p. Domestic Abuse

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects

of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

q. Serious Violence

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

All staff should be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

r. County Lines

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of "deal line". Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children's homes and care homes.

s. Signs of Abuse

Whether or not a child's behaviour or appearance is concerning depends on their age or stage of development. Below are signs of potential abuse to look out for in children of specific age groups. Remember that children with learning difficulties, physical disabilities or health-related issues may be at a different developmental stage to most of their peers. However, children who have experienced abuse or neglect from a young age may also display developmental delays compared to children their own age. In such cases, the lack of a clear medical explanation for these delays may be an indicator of abuse.

t. Recognising signs of abuse at different stages of a child's development

The information below describes signs of abuse in the context of stages of child development. It aims to help anyone working with children to distinguish between normal child behaviour and those injuries and behaviours which might indicate abuse.

**Infancy to preschool**

- Doesn't cry or respond to a parent's presence or absence from an early age (usually because they have learnt that their parent will not respond to their distress, this is known as a lack of attachment).
- Late in reaching developmental milestones such as learning to speak, with no medical reason.

- Acting out excessive violence with other children.
- Significantly underweight but eats well when given food.
- Talks of being left home alone or with strangers.

#### **Middle childhood**

- Talks of being left home alone or with strangers.
- Lacks social skills and has few if any friends.
- Shows lack of attachment to a parent.
- Becomes secretive and reluctant to share information.
- Acting out excessive violence with other children.

#### **School age (5 to 16 years)**

- Reluctant to go home after school.
- Unable to bring friends home or reluctant for practitioners to visit the family home.
- Poor school attendance and punctuality, or late being picked up.
- Parents show little interest in a child's performance and behaviour at school.
- Parents are dismissive and non-responsive to professional concerns.
- Is reluctant to get changed for PE etc.
- Wets or soils the bed.
- Acting out excessive violence with other children.

#### **Adolescence**

- Drinks alcohol regularly from an early age.
- Is concerned for younger siblings without explaining why.
- Becomes secretive and reluctant to share information.
- Talks of running away.
- Shows challenging/disruptive behaviour at school.
- Is reluctant to get changed for PE etc.

#### **u. Physical Abuse**

It is normal for children to have cuts and bruises on their bodies caused by accidents which happen whilst they are moving about and/or playing. These are marks that have an acceptable and reasonable explanation.

Marks or injuries which do not have an acceptable explanation may indicate that a child has been abused. This may include:

#### **Bruising**

- Bruises on the cheeks, ears, palms, arms and feet.
- Bruises on the back, buttocks, tummy, hips and backs of legs.
- Multiple bruises in clusters, usually on the upper arms or outer thighs.
- Bruising which looks like it has been caused by fingers, a hand, or an object i.e. belt, shoe etc.
- Large oval shaped bite marks.

#### **Burns or scalds**

- Any burns which have a clear shape of an object, e.g. cigarette burns.
- Burns to the backs of hands, feet, legs, genitals, or buttocks.



Other signs of physical abuse include multiple injuries (i.e. bruising, fractures) inflicted at different times. It is particularly concerning if parents/carers are unable to explain these injuries and it is not clear whether they took the child to receive medical treatment at the time of the injury.

Be vigilant to possible abuse if a child is frequently described as ill by their parents but does not have any symptoms which are obvious to others. In addition, the parent will be unable to provide details of a medical diagnosis for the child's apparent condition.

There are other signs and indicators of abuse that are age specific.

### **Infancy to pre-school**

- Unexplained head injuries to a baby.
- Bruises on babies who are not yet crawling or walking.
- Acting out excessive violence either with toys or other children.

### **v. Sexual Abuse**

It is normal for children to show signs of sexual behaviour at each stage in their development. Children also develop at different rates and some may be slightly more or less advanced than other children in their age group. Behaviours which might be concerning depend on the child's age and the situation. Listed below are examples of 'normal' sexual behaviour in children.

### **Infancy to pre-school**

- Kisses and hugs others.
- Is curious about and looks at others private body parts; has limited understanding of privacy needs.
- Talks about private body parts.
- Uses words such as 'poo', 'bum' and 'willy' freely.
- Plays 'house' or 'doctor' games.
- Shows, touches, or rubs own genitals, or masturbates as a 'comfort' habit.

### **Middle childhood**

- Kisses and hugs others.
- Displays an interest in others' private body parts but is aware of the need for privacy.
- Talks about and occasionally shows private body parts to others.
- Uses words such as 'poo', 'bum' and 'willy' freely and delights in being 'shocking'.
- Sometimes uses swear words and/or 'sex' words copied from others.
- Plays 'house' or 'doctor' games.
- Sometimes touches or rubs own genitals, or masturbates as a comfort habit.

### **Pre-adolescent children (aged 10 to 12 years)**

- Kisses, hugs, and may 'date' others.
- Is interested in others' private body parts and in the changes occurring in puberty, is aware of the need for privacy.
- May ask questions about relationships and sexual behaviour.
- May look at sexual pictures including internet images.
- Masturbates in private.

### **Adolescents (aged 13 to 16 years)**

- Kisses, hugs, dates others, may have longer term relationships.
- Is interested in and asks questions about body parts, relationships and sexual behaviour. Is aware of the need for privacy.
- Uses sexual language and talks about sexual acts with peers.
- May look at sexual pictures including internet images.
- Masturbates in private.
- Experiments sexually with adolescents of similar age.

The following are age-specific signs and indicators of sexual abuse:

#### **Infancy to pre-school**

- Talking about sexual acts or using sexually explicit language.
- Having sexual contact with other children.
- Using toys or other objects in a sexual way.
- Becoming withdrawn or very clingy.
- Physical signs such as anal or vaginal soreness or an unusual discharge.

#### **Middle childhood**

- Masturbating in public.
- Showing adult-like sexual behaviour or knowledge.
- Using toys or other objects in a sexual way.
- Becoming withdrawn or very clingy.
- Physical signs such as anal or vaginal soreness or an unusual discharge.

#### **Adolescence**

- Masturbating in public.
- Having sexual contact with younger children or older adults.
- Pregnancy when the child does not have a boyfriend.
- Sexually transmitted diseases.

#### **w. Neglect**

It is important to remember that some children are very picky eaters whilst others may refuse to wear a coat regardless of how cold it is outside. A child may also appear to be underweight, but is, in fact, naturally thin.

Some of the most obvious signs of neglect (e.g. children being thin, dirty or not wearing a coat) are not in themselves indicators of abuse. However, if, over time, it is clear that a child is not receiving an adequate level of care and supervision appropriate to their age, it may indicate that the child is being neglected. The following are general and age-specific signs of neglect.

General signs of neglect for children of all age groups:

- medical needs are not being met: not being registered with a G.P.; not being taken to the dentist despite having obvious dental problems; failing to ensure that the school has a child's medication, e.g. asthma inhalers
- not taking the child to see a doctor when they are ill or have been injured.

There are other signs and indicators of neglect that are age-specific.

### **Infancy to pre-school**

- Frequent and untreated nappy rash.
- Child has numerous accidental injuries and the explanations given suggest a lack of supervision.
- Immunisations are not up to date.
- Child is significantly underweight but eats well when observed.

### **Middle childhood**

- Child has poor school attendance and punctuality and is often picked up late at the end of the day.
- A child is frequently tired at school due to a lack of routine at home (e.g. regular bedtimes).
- Parents are unsupportive and uninterested in the child's education
- A child frequently appears to be hungry and does not have a packed lunch or money to buy food.

### **Adolescence**

- A child is often tired at school due to a lack of routine at home (e.g. regular bedtimes).
- A child frequently appears to be hungry and does not have a packed lunch or money to buy food.
- Parents are dismissive and non-responsive to professional concerns (e.g. the need for medical care or taking action over bullying).

### **x. Emotional Abuse**

It is important to remember that some children are naturally open and affectionate whilst others are quieter and more self-contained. Children also develop at different rates from one another and some may be slightly more or less advanced than other children in their age group. Mood swings and challenging behaviour are also a normal part of growing up for teenagers and children going through puberty. Be alert to behaviours which appear to be out of character for the individual child.

The following signs may indicate emotional abuse for children of all age groups:

- inappropriate knowledge of 'adult' matters such as sex, alcohol and drugs
- extreme emotional outbursts
- regularly experiencing nightmares or sleep difficulties.

There are other signs and indicators of emotional abuse that are age specific.

### **Infancy to pre-school**

- Over-affectionate towards strangers or people they haven't known for very long.
- Lacks confidence and is often wary or anxious.
- Displays lack of attachment to parent, e.g. when being taken to or collected from nursery etc.
- Is frequently aggressive or nasty towards other children and animals.

### **Middle childhood**

- Frequently soils the bed.
- Language and behaviour are not socially appropriate.
- Struggles to control strong emotions.
- Shows lack of attachment to a parent.
- Lacks social skills and has few if any friends.

- Self-harms, e.g. scratching, head banging.

y. What to do if you are concerned about a child

Anyone who is concerned that a child is at risk of abuse or neglect should follow their organisation's child protection procedures. Or they can [contact the NSPCC](#) on 0808 800 5000 for advice and support about what action they can take to safeguard a child they are working with.

All staff should be aware that safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside of these environments. All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual exploitation, criminal exploitation, and serious youth violence. This is known as contextual safeguarding.

z. References

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**44. APPENDIX B - Job Specification - Designated Safeguarding Lead (DSL) & Deputy Designated Safeguarding Lead (DDSL). Role of the LADO.**

a. Key responsibility

The DSL takes lead responsibility for safeguarding and child protection.

The DSL is supported by other trained practitioners within the school, but the lead responsibility for safeguarding and child protection remains with the DSL at all times and is not delegated to any other trained members of staff (including the Deputy DSL).

In the absence of the Designated Safeguarding Lead the Deputy Designated Safeguarding Lead will fulfil all duties as outlined below whilst acknowledging that at all times the lead responsibility for child protection and safeguarding remains with the DSL.

b. Areas of responsibility

i. Managing referrals

The designated safeguarding lead is expected to:

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

ii. Working with others

The designated safeguarding lead is expected to:

- liaise with the headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns in cases which concern a staff member;
- liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs or the named person with oversight for SEN in a college) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and
- act as a source of support, advice and expertise for all staff.

iii. Training

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

In addition to the formal training set out above, their knowledge and skills should be refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, 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 local criteria for action and local authority children's social care (and if appropriate the police) referral arrangements
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- ensure each member of staff has access to, and understands, the school's child protection policy and procedures, especially new and part time staff;
- are alert to the specific needs of children in need, those with special educational needs and young carers;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- 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;
- 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; and
- 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.

#### iv. Raising Awareness

The designated safeguarding lead should:

- ensure the school's child protection policies are known, understood and used appropriately;
- ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school in this; and
- link with the local safeguarding partnership to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.
- Help promote positive educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced. To include ensuring that relevant staff know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for the cohort; supporting teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

v. Child Protection Files

Where children leave the school, ensure their child protection file is transferred to the new school or college as soon as possible. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained. Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

vi. Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what “available” means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable.

## Role of the LADO

The role of the LADO is set out in Working Together to Safeguard Children (July 2022) and is governed by duties under section 11 of the Children Act 2004 and local West Sussex Safeguarding Children Partnership multi-agency policy and Procedures. This guidance outlines procedures for managing allegations against people who work with children who are paid, unpaid, volunteers, casual, agency or anyone self-employed.

The LADO must be contacted within one working day in respect of all cases in which it is alleged that a person who works with children has:

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

There may be up to three strands in the consideration of an allegation:

- a police investigation of a possible criminal offence;
- enquiries and assessment by children's social care about whether a child is in need of protection or in need of services;
- consideration by an employer of disciplinary action in respect of the individual.

The LADO is responsible for:

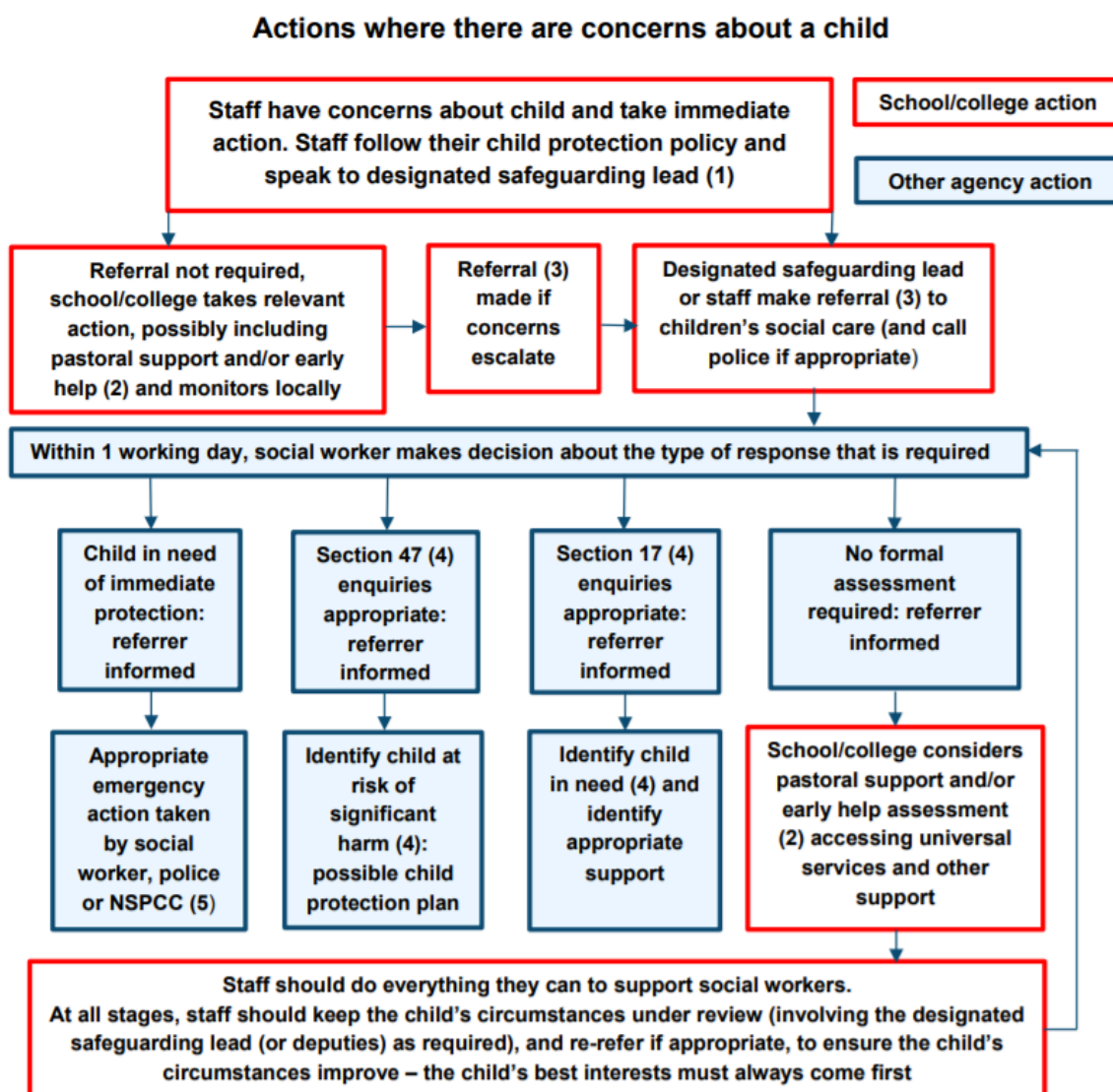
- Providing advice, information and guidance to employers and voluntary organisations around allegations and concerns regarding paid and unpaid workers
- Managing and overseeing individual cases from all partner agencies.
- Ensuring the child's voice is heard and that they are safeguarded.
- Ensuring there is a consistent, fair and thorough process for all adults working with children and young people against whom an allegation is made.
- Monitoring the progress of cases to ensure they are dealt with as quickly as possible.
- Recommending a referral and chairing the strategy meeting in cases where the allegation requires investigation by police and/or social care.

The LADO is involved from the initial phase of the allegation through to the conclusion of the case.

The LADO is available to discuss any concerns and to assist the school in deciding whether there is a need to make a referral and/or take any immediate management action to protect a child.

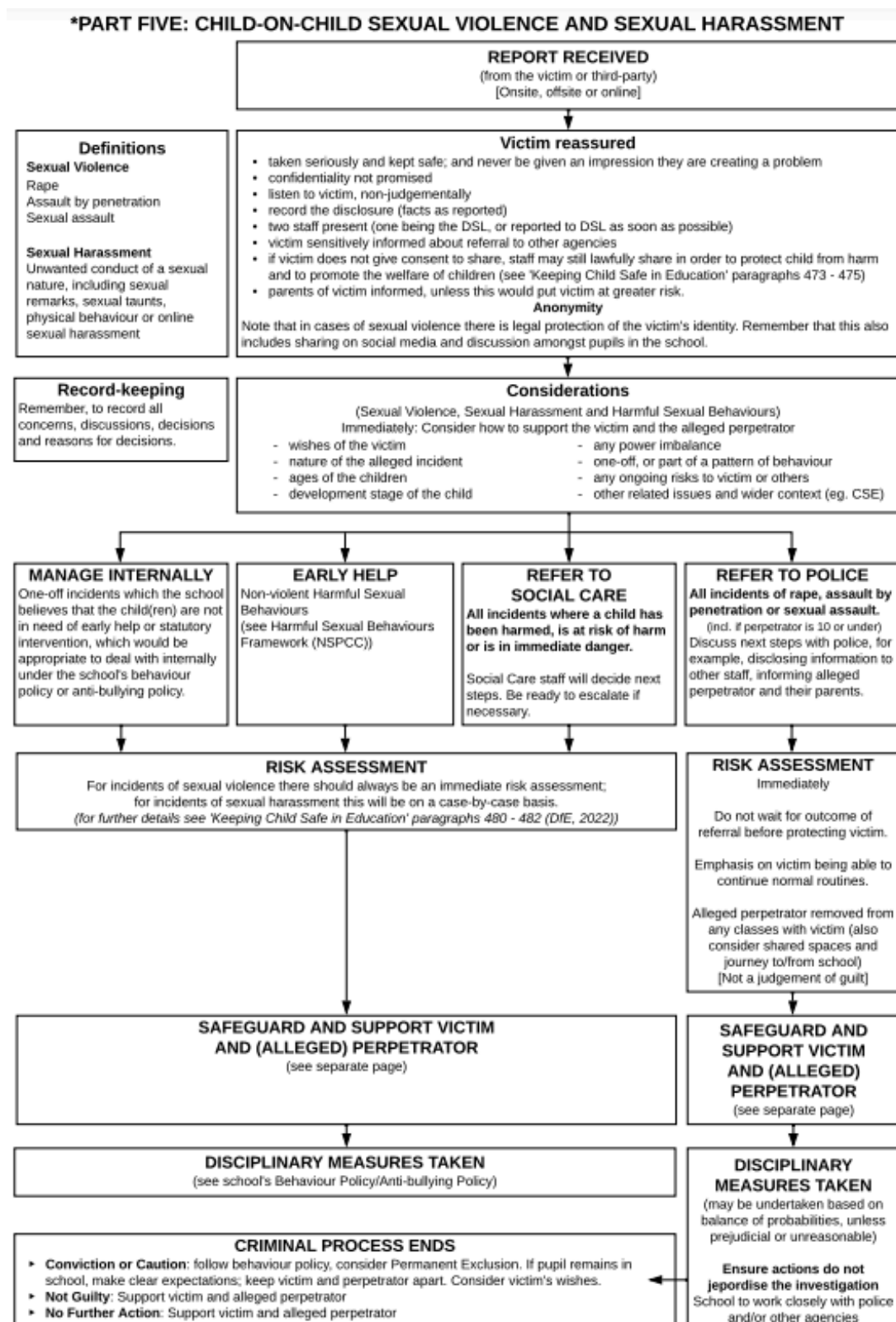


## 45. APPENDIX C – Actions Where There Are Concerns About A Child



- In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.
- Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from coordinated early help, an early help inter-agency assessment should be arranged. Chapter one of Working Together to Safeguard Children provides detailed guidance on the early help process.
- Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of Working Together to Safeguard Children.
- Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of Working Together to Safeguard Children.
- This could include applying for an Emergency Protection Order (EPO).

## 46. APPENDIX D - Responding to Reports of Sexual Violence and Sexual Harassment



Source:

\*Keeping Children Safe in Education September 2022 (DfE, 2022)

2022 SVSH Flowchart