



Est. 1919

BRAMBLETYE

Child Protection (Safeguarding) Policy

Name:	Child Protection (Safeguarding) Policy
Applies to:	Whole School including EYFS and Boarding
Reference no:	Policy 8
Contributors:	Headmaster and Deputy Designated Safeguarding Leads
Owner:	Designated Safeguarding Lead
Approved by:	Governing Body
Date reviewed:	September 2025
Date approved:	September 2025 (formally ratified by Governing Body on 25 Nov 2025)
Next review:	September 2026

STATEMENT OF INTENT

The safety, welfare, and wellbeing of all pupils at Brambletye ('the school') are our highest priorities. We are committed to knowing each pupil as an individual and providing a secure, caring environment in which they can learn and thrive.

The school follows statutory guidance and local safeguarding procedures, including:

- Keeping Children Safe in Education (KCSIE, September 2025)
- Working Together to Safeguard Children (July 2023)
- What to do if You're Worried a Child is Being Abused (March 2015)
- Disqualification under the Childcare Act 2006
- Prevent Duty Guidance (April 2021; updated September 2023)
- The Use of Social Media for Online Radicalisation (July 2015)
- Mental Health and Behaviour in Schools (November 2018)
- National Minimum Standards for Boarding (September 2022)
- Counselling in Schools: A Blueprint for the Future (February 2016)
- West Sussex Safeguarding Children Partnership (WSSCP) procedures

This policy applies to the **whole school community**, including the **Early Years Foundation Stage (EYFS)** and boarding provision, and will be reviewed **annually or more frequently** in response to statutory updates or emerging safeguarding needs.

All staff, both teaching and support, have a duty to **protect and safeguard pupils**. They must familiarise themselves with and comply with this policy at all times, alongside relevant guidance in:

- Staff Code of Conduct
- Safer Recruitment Procedures
- IT: E-Safety, Digital Media, Social Media & Acceptable Use Policy
- Anti-Bullying Policy
- Staff Disciplinary, Grievance & Whistleblowing Policy

The school provides specific guidance on **child-on-child abuse**, including the misuse of electronic media. Staff are required to remain **vigilant at all times**, recognising that safeguarding concerns can arise **anywhere and at any time**.

Where a pupil is suspected to be suffering, or is likely to suffer, **significant harm**, staff must **report immediately** to the **Designated Safeguarding Lead (DSL)**. The school is also committed to promoting **pupil wellbeing**, including where needs are identified that do not meet the threshold for statutory intervention.

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1. CONTACT INFORMATION

External Agency

West Sussex Multi Agency Safeguarding Hub (MASH):

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

LADO safeguarding team

- 0330 222 6450 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
- Address : West Sussex Safeguarding Children Partnership, Third Floor, East Wing, County Hall, West Street, Chichester, West Sussex PO19 1RQ

Natalie Taylor

- Family Support Worker, Dedicated Schools Team, Early Help, Mid Sussex Hub
- 51 Penn Crescent, Haywards Heath, RH16 3HP
- 07894 996722 | 03302 227913 | natalie.taylor@westsussex.gov.uk
- 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, Senior Deputy Head

- 01342 321 250 or 07739 328 796

Deputy DSL for EYS and Pre-prep – Kate Fleming, Head of Pre-Prep (Nursery & EYFS)

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

Deputy DSL for Prep - David Finch, Deputy Head Pastoral & Wellbeing

- 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. A Coordinated Approach to Safeguarding

Brambletye School recognises that it is part of a wider safeguarding system as described in Working Together to Safeguard Children (2023). Safeguarding is everyone's responsibility: all staff, governors, volunteers, and visitors play a role in keeping children safe and ensuring their welfare.

All decisions are made with the child's best interests as the paramount consideration (Children Act 1989, Section 1). Concerns must be identified early and shared promptly so that children receive the right help at the right time.

The school complies with GDPR (2018) and the Data Protection Act (2018) but recognises that these do not prevent information sharing where a child is at risk of harm. Safeguarding takes precedence, and fears about sharing information must never stand in the way of protecting a child (HM Government, Information Sharing Advice 2023).

3. Multi-Agency Working and Early Help

The school works with local safeguarding partners and other agencies in line with Working Together to Safeguard Children (2023). The DSL and deputies liaise with the West Sussex Safeguarding Children Partnership, local authority children's social care, the police, and health services as required.

All staff must be alert to children who may benefit from early help, especially those who:

- have SEND or disabilities;
- are young carers;
- frequently go missing;
- misuse drugs or alcohol;
- live in families with domestic abuse, parental substance misuse or poor mental health;
- return home from care.

Early help means providing support as soon as a problem emerges, to prevent escalation. Staff should discuss concerns with the DSL, who will coordinate support, liaise with external agencies, and consider an Early Help Assessment in line with local partnership procedures. If early help does not improve the situation, a referral to children's social care will be made.

4. Child Abuse and Safeguarding Definitions

All staff must be familiar with KCSIE 2025 (Part 1 and Annex B) and with What to do if you're worried a child is being abused (2015).

Abuse can take many forms and may be perpetrated by adults or children (child-on-child abuse). Categories of abuse include:

- physical abuse
- emotional abuse

- sexual abuse (including child-on-child sexual violence and harassment, and abuse by women as well as men)
- neglect

Staff must also be alert to:

- children missing education
- child sexual exploitation (CSE) and child criminal exploitation (CCE)
- domestic abuse
- serious youth violence
- online harms
- the impact of mental health on safeguarding

Safeguarding means:

- protecting children from maltreatment;
 - preventing impairment of health or development;
 - ensuring safe and effective care;
 - enabling all children to have the best outcomes.
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5. Prevent Duty

The school fulfils its duties under the Counter-Terrorism and Security Act 2015 and the Prevent Duty. Staff are trained to identify children vulnerable to extremism or radicalisation and must report concerns to the DSL as with any safeguarding matter. The DSL may seek advice or referral to Channel where appropriate.

A separate Prevent Policy provides further detail.

6. Transparency and Openness

Brambletye promotes a culture of openness and accountability. Parents and carers are encouraged to raise concerns, and policies are published on the school website. Allegations and safeguarding concerns are handled consistently, in line with statutory guidance and with the involvement of local authority children's social care where appropriate.

Staff are supported to raise concerns through the Whistleblowing Policy, the DSL, Headmaster, Chair of Governors, or the NSPCC whistleblowing helpline.

7. Safer Recruitment and Employment

The school follows statutory guidance (KCSIE 2025 and Disqualification under the Childcare Act 2006). All staff, governors, volunteers, and contractors undergo safer recruitment checks, including

enhanced DBS checks, barred list checks, prohibition checks, and where appropriate overseas checks. Visitors and contractors are supervised as necessary.

Safer recruitment procedures extend to staff employed by third parties who work with our pupils on or off-site.

8. Disqualification from Working in Childcare

In line with KCSIE 2025, the school ensures compliance with the Disqualification under the Childcare Act 2006 regulations. Staff must disclose any relevant circumstances that may affect their suitability to work with children.

9. Raising Awareness and Training

The DSL and deputies ensure that safeguarding is embedded across the school. All staff receive safeguarding and child protection training at induction, with regular updates (at least annually). Training includes online safety, Prevent, and child-on-child abuse.

Governors receive safeguarding training at induction and are updated regularly. Safeguarding is reported termly to the Governing Body, and an annual review of this policy is undertaken.

The Governing Body ensures:

- compliance with KCSIE 2025 and Working Together 2023;
 - effective DSL resourcing and oversight;
 - timely action to remedy weaknesses;
 - that pupils are taught about safeguarding, including online, through the curriculum.
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10. Oversight

The Nominated Safeguarding Governor (NSG) meets regularly with the DSL, reviews safeguarding arrangements, and ensures policies are known and understood in practice. The Governing Body holds the school leadership to account for the effectiveness of safeguarding.

11. DESIGNATED SAFEGUARDING LEAD (DSL)

The **Senior Deputy Head** is the Designated Safeguarding Lead (DSL) for the whole school, including the EYFS. He has undertaken full training in child protection and inter-agency working and serves as the **Prevent Lead**. He is also a member of the Senior Leadership Team, ensuring safeguarding is embedded in strategic decision-making.

In his absence, the following staff act as **Deputy Designated Safeguarding Leads (DDSLs)**:

- Kate Fleming (EYFS)
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- David Finch (Prep School)
- Hannah Basham (Prep School)
- David Brundish (Prep School)

The DSL and DDSLs:

- receive specialist safeguarding training updated at least every two years;
- maintain current knowledge through networking, bulletins, and ongoing CPD;
- hold job descriptions outlining their safeguarding responsibilities (see Appendix B).

Ultimate responsibility remains with the DSL, even when duties are delegated.

The DSL:

- maintains close links with **West Sussex Children’s Services**, the **Local Authority Designated Officer (LADO)**, and the **West Sussex Safeguarding Children Partnership**;
- liaises regularly with the **Nominated Safeguarding Governor (NSG)**, reporting any referrals or potential referrals on a “no names” basis;
- provides safeguarding updates at each full Governing Body meeting, where safeguarding is a standing agenda item.

12. RECORD KEEPING

- All safeguarding records are kept securely in the DSL’s office, separate from pupil files, with restricted access to the DSL and DDSLs only.
- Records include concerns, discussions, decisions, actions, and reasons for decisions.
- The DSL ensures effective information-sharing systems across the school to maintain a **holistic view of pupil needs**.
- Records are kept in accordance with statutory guidance and the school’s retention schedule.

14. STAFF INDUCTION AND TRAINING

Induction:

All new staff (including part-time, temporary, peripatetic, supply, contractors, governors, and volunteers) receive safeguarding induction **before or as soon as possible after starting**. This covers:

- recognising signs of abuse and neglect;
- Prevent awareness;
- procedures for reporting concerns to the DSL/DDSL;
- safeguarding response to children missing from education;
- the school’s safeguarding policies (Child Protection, Prevent, Code of Conduct, Behaviour, Whistleblowing, E-Safety, and related policies);
- identity and role of the DSL/DDSLs;

- Part 1 and Annex B of **KCSIE 2025**.

Staff must confirm in writing that they have read and understood these documents. This requirement is renewed annually.

Ongoing Training:

- All staff receive **refresher safeguarding training at least every three years** in line with West Sussex Safeguarding Children Partnership guidance.
- The DSL and DDSLs complete **specialist training every two years**.
- Annual safeguarding updates (minimum) are delivered by the DSL at the start of the academic year and reinforced via staff meetings, INSET, and email bulletins.
- Visiting music/activity teachers (self-employed) receive induction and three-yearly refresher training.

Training Content:

Training covers:

- the school's safeguarding policies and systems;
- indicators of abuse and neglect;
- statutory assessments under **Children Act 1989 (s.17 and s.47)**;
- specific risks including CSE, CCE, county lines, forced marriage, FGM, domestic abuse, "honour-based" abuse, radicalisation, and extremism (Annex B, KCSIE 2025);
- importance of listening to children, acting on professional curiosity, and challenging inaction.

Staff understanding of KCSIE and safeguarding duties is checked through discussion and Q&A during induction and annual training.

15. PROCEDURES FOR DEALING WITH CONCERNS ABOUT A CHILD

- Safeguarding is the responsibility of **every member of staff**.
- All concerns, however small, must be reported immediately to the DSL (or DDSL in their absence).
- The DSL decides next steps, which may include referral to **Children's Services**, the **Police**, or other agencies. Staff should not investigate but must record accurately what was said.
- If a child is in **immediate danger**, any staff member may make a direct referral to **Children's Services or the Police**, and must inform the DSL afterwards.
- Staff are reminded that children may be reluctant to disclose abuse due to fear, embarrassment, or not recognising their experiences as harmful. Staff must remain professionally curious and work to build trusted relationships.
- All concerns, discussions, actions, and decisions must be **recorded in writing**.

Specific requirements:

- **Prevent concerns** are reported via the same process as all safeguarding issues. The DSL will consider referral to Channel, Children's Services, or Police.
- **FGM:** Teachers have a statutory duty to report to the Police where they discover that FGM appears to have been carried out. The DSL must also be informed.

- **Private fostering:** Any staff who become aware of an arrangement must inform the DSL, who will notify the local authority.
 - **Escalation:** If children's services do not act as expected, the DSL will escalate the case and ensure the child's needs are met.
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16. PROCEDURES FOR DEALING WITH ALLEGATIONS AGAINST STAFF OR ADULTS

- Allegations against staff, supply/agency staff, volunteers, or contractors must be reported immediately to the **Headmaster**.
- Allegations against the Headmaster must be reported to the **Chair of Governors**, who will liaise directly with the **LADO**.
- Where a conflict of interest exists, staff may report directly to the **LADO**.
- The school follows Part 4 of **KCSIE 2025** in all cases.

Key principles:

- No investigation is undertaken by the school; this is the role of the LADO, Children's Services, and/or the Police.
- No information is shared with the accused until advice is received from the LADO/Police.
- Suspension will only be used where necessary; reasons and justification will be recorded.
- Staff subject to allegations will be supported and kept informed.
- Allegation outcomes will be classified as: substantiated, unsubstantiated, false, malicious, or unfounded.
- Malicious allegations will not be kept on personnel records. Others will be recorded and retained in line with DfE guidance.

Statutory notifications and referrals:

- The school will inform **Ofsted** within 14 days of any serious allegations relating to EYFS staff.
- If a member of staff is dismissed or resigns due to safeguarding concerns, the school will refer to the **DBS**, and in the case of teachers, to the **Teaching Regulation Agency (TRA)**.
- The Charity Commission will be informed of any serious incident in line with their reporting requirements.
- The school will report **non-recent abuse allegations** to the Police.

17. LOW-LEVEL CONCERNS

Brambletye promotes a **whole-school safeguarding culture** that is open, transparent and reflective. All concerns about adults working in or on behalf of the school (including supply staff, contractors, volunteers and governors) must be dealt with promptly, proportionately and appropriately, in line with *Part Four, Section Two of KCSIE 2025*.

Creating such a culture:

- enables the early identification of inappropriate, problematic or concerning behaviour;
- reinforces professional boundaries and expectations;
- minimises risk of abuse;

- protects staff from false allegations or misunderstandings.

What is a Low-Level Concern?

A “low-level” concern is **not insignificant**. It refers to any concern—no matter how small, even a sense of unease—that an adult may have acted in a way that:

- is inconsistent with the Staff Code of Conduct (including behaviour outside of school), and
- does not meet the threshold for referral to the LADO.

Examples include:

- being over-friendly with pupils or showing favouritism;
- taking photographs of pupils contrary to policy;
- spending one-to-one time in secluded areas or behind closed doors;
- humiliating pupils or using inappropriate language.

Concerns may range from inadvertent or thoughtless behaviour to conduct that could signal grooming. All must be reported and recorded.

Reporting and Sharing Low-Level Concerns

- Concerns can be reported to the **DSL, a DDSL, or the Headmaster**.
- Concerns about supply staff and contractors will be shared with their employers to enable wider safeguarding oversight.
- Staff are encouraged to **self-refer** if they believe their behaviour could be misinterpreted or falls short of expectations.

Recording and Monitoring

- All low-level concerns are recorded in writing, noting:
 - details of the concern;
 - context;
 - action taken;
 - name of the person raising it (unless anonymity is requested and feasible).
- Records are stored securely in the DSL’s safeguarding files (hard and soft copy).
- The DSL regularly reviews records to identify potential patterns. Where behaviour escalates to meet the harms threshold, referral will be made to the **LADO**.
- The Headmaster is the ultimate decision-maker but will consult with the DSL where appropriate.

18. WHISTLEBLOWING

Brambletye operates a **robust Whistleblowing Policy**. Staff and volunteers must feel able to raise concerns about poor practice or potential failures in safeguarding.

- Concerns about staff behaviour should be reported to the DSL (or, if concerning the Headmaster, to the **Chair of Governors**).
 - Where allegations involve possible criminal activity, the statutory authorities will always be informed.
 - No member of staff will suffer retribution for raising genuine concerns in good faith. The **Public Interest Disclosure Act 1998** offers legal protection.
 - Where concerns cannot be raised internally, staff may contact external bodies, including the **NSPCC Whistleblowing Helpline (0800 028 0285)**.
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19. PUPILS AND MENTAL HEALTH

Staff should be alert to the fact that **mental health problems can sometimes be an indicator of abuse, neglect or exploitation**. While only trained professionals can diagnose mental illness, staff are well-placed to notice changes in behaviour or wellbeing that may signal concern.

- Abuse, neglect or trauma can have long-term mental health impacts.
- Staff should take **immediate action** by reporting concerns to the DSL if a mental health issue is also a safeguarding concern.
- Staff are trained to recognise emotional, behavioural and social indicators and to refer pupils through the **graduated pastoral response**.

Brambletye's Approach

- **Prevention:** A calm, safe environment promoting resilience and wellbeing; curriculum teaching about mental health.
- **Identification:** Staff training, data monitoring, and close pastoral knowledge of pupils.
- **Early Support:** Access to the school counsellor (Child and Adolescent Psychotherapist), Educational Psychologist, Play Therapist, and certified therapy dog.
- **Specialist Access:** Referral to external agencies for professional treatment where necessary.

All pupils at risk are reviewed at the termly **Pastoral Welfare Group**, chaired by the Deputy Head (Pastoral & Wellbeing).

20. TRANSFER OF SAFEGUARDING RECORDS

When a pupil with a safeguarding history leaves Brambletye:

- their safeguarding file is transferred **securely and separately** from academic records to the new school as soon as possible;
- confirmation of receipt is always obtained;
- records are retained in line with statutory guidance.

Brambletye follows the **Pan Sussex Child Protection and Safeguarding Procedures Manual** under the West Sussex Safeguarding Children Partnership.

21. CHILD-ON-CHILD ABUSE (INCLUDING SEXUAL VIOLENCE AND SEXUAL HARASSMENT)

Brambletye recognises that pupils can abuse each other, both online and offline. This includes bullying, physical harm, sexual violence, sexual harassment, and harmful sexual behaviour. The school adopts a **zero-tolerance approach** and follows *Part 5 of KCSIE 2025*.

Key Principles

- All staff are trained to recognise indicators and report concerns immediately to the DSL.
- Abuse between children must **never be normalised or minimised** (“just banter” or “boys being boys”).
- Even where no reports are made, staff must remain vigilant.
- Victims must always be taken seriously, supported and kept safe.

Examples of Child-on-Child Abuse

- bullying (including online and prejudice-based bullying);
- abusive peer relationships (including intimate partner abuse);
- physical abuse (e.g. hitting, biting, hair-pulling);
- sexual violence (rape, assault by penetration, sexual assault);
- sexual harassment (comments, jokes, online harassment);
- sharing of nudes/semi-nudes (“sexting”);
- upskirting;
- initiation/hazing rituals.

Procedures

- Immediate risk and needs assessment carried out by the DSL.
- Referral to **Children’s Services** and/or **Police** where threshold met.
- Cases not meeting safeguarding thresholds will be managed through disciplinary and pastoral channels.
- Support provided for both victim and alleged perpetrator.

Prevention and Education

- Issues addressed in **PSHEE**, assemblies, pastoral time, external speakers, and boarding discussions.
- Lessons are delivered in safe, supportive environments with ground rules and support for vulnerable pupils.

Boarding Context

As a boarding school, Brambletye recognises the **additional risks** posed by shared overnight accommodation. Boarding staff receive enhanced training and supervision structures are in place to mitigate risks.

22. REPORTING CONCERNS ABOUT CHILD-ON-CHILD BEHAVIOURS

- Immediate reporting: Any allegation of pupil-on-pupil abuse must be reported immediately to the DSL.
- The DSL will take advice from Children’s Services on investigation procedures and ensure the safety and welfare of all pupils, including alleged perpetrators.
- Pupils are informed that the law around child-on-child abuse exists to protect children, not to criminalise them. Support for siblings may also be considered.
- Suspension: Pupils may be suspended during investigations, in line with the school’s Behaviour, Discipline and Sanctions Policy.
- Police involvement: If a pupil requires police interview, parents will be informed promptly, unless advised otherwise by Children’s Services. If parents are abroad, the pupil’s Education Guardian will provide support.
- Support and proportionality: The school balances disciplinary action with pastoral support, ensuring both occur where appropriate.

Staff should refer to the Anti-Bullying Policy, including cyberbullying, for further guidance.

23. CHILDREN WITH SPECIAL EDUCATIONAL NEEDS AND DISABILITIES (SEND)

Children with SEND may face additional safeguarding challenges:

- Behaviours, moods, or injuries may be misattributed to the child’s disability.
- They may experience peer isolation or disproportionate bullying.
- Communication barriers may hinder disclosure.

Staff responsibilities:

- Be alert to these additional risks.
 - Consult the DSL or Head of Learning Development for advice and support.
 - Extra pastoral support may be implemented where required.
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24. LOOKED AFTER PREVIOUSLY LOOKED AFTER CHILDREN AND CHILDREN WHO NEED A SOCIAL WORKER

- The DSL is the designated teacher responsible for promoting educational achievement and safeguarding for looked after or previously looked after children.
- The DSL maintains up-to-date information, including the child’s social worker and Virtual School Head.

- Regular liaison with the virtual school and attendance at Child Protection conferences, core groups, and Local Authority meetings is required.
 - Staff remain alert to the additional vulnerabilities of children who need a social worker.
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25. ONLINE SAFETY

- Abuse may occur wholly or partly online; the school promotes safe technology use.
- Cyberbullying and sharing of nude/semi-nude images are treated as seriously as face-to-face bullying.
- Staff receive regular briefings on online safety, including monitoring and filtering systems (e.g., GoGuardian).
- Pupils are not normally permitted to bring personal devices to school. Searches and confiscations follow DfE guidance (July 2022).
- Parents are encouraged to reinforce online safety at home.

Refer to the IT: E-Safety, Digital Media, Social Media & Acceptable Use Policy for full guidance.

26. INFORMING PARENTS

- Parents are generally informed of concerns regarding their child.
 - The DSL decides if informing parents may compromise an investigation or increase risk.
 - Advice is sought from Children's Services where immediate disclosure to parents is inappropriate.
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27. PROMOTING CHILD PROTECTION AND SAFEGUARDING AWARENESS

- All teaching and medical staff model appropriate behaviour and uphold the Behaviour and Discipline Policy and Anti-Bullying Policy.
- PSHEE, RS lessons, assemblies, drama, and Current Affairs sessions foster:
 1. Respect and tolerance;
 2. Awareness of e-safety;
 3. Understanding of relationships, consent, and safeguarding risks.
- Staff are trained to respond to disclosures using the following principles:
 1. Listen carefully; avoid expressing shock or disbelief.
 2. Reassure the child they did the right thing.
 3. Emphasise the abuse is not their fault.
 4. Say you believe them.
 5. Avoid leading questions; use open prompts like "tell me what happened."
 6. Do not confront the alleged abuser.

7. Explain next steps in age-appropriate language.
 8. Report and record immediately; do not promise confidentiality.
- Pupils have multiple trusted adults and access to external confidential helplines (e.g., ChildLine, Children’s Commissioner).
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28. CONFIDENTIALITY

- Staff must never guarantee absolute confidentiality.
 - Information is shared only with those who need to know to safeguard the child.
 - Protection from retaliation or unnecessary stress must be prioritised.
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29. STAFF CODE OF CONDUCT, POSITION OF TRUST AND BEHAVIOUR

- Staff hold a position of trust; relationships with pupils are never equal.
 - Exploitation or abuse of power is strictly prohibited.
 - Staff must avoid behaviour that could be misinterpreted and report any incident with potential risk.
 - Policies to follow:
 - Staff Code of Conduct (including social media, alcohol, and adult-child contact)
 - Restraint Policy
 - Data Protection Policy
 - Whistleblowing Policy
 - Intimate Care Policy
-

30. INFATUATIONS AND CRUSHES

- Staff must handle pupil infatuations sensitively.
 - Careless responses may cause distress or risk false allegations.
 - Staff must seek advice from the DSL or Headmaster if a crush could develop into an inappropriate relationship.
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31. COMMUNICATION WITH PUPILS

- Staff must not give personal phone numbers or email addresses to pupils.
 - School phones and email accounts must be used for pupil communication.
 - See E-Safety, Digital Media, Social Media & Acceptable Use Policy for full guidance.
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32. MOBILE PHONES, CAMERAS AND EYFS PROTOCOLS

- Personal devices must not be used around children in EYFS/Pre-Prep.
 - Staff may use school devices or cameras for educational or marketing purposes.
 - Images must be transferred to school systems immediately and deleted from personal devices.
 - Parents may only photograph/video their own child at school events with permission; sharing online is discouraged.
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33. PHYSICAL CONTACT, RESTRAINT, PE AND TRANSPORT

- Physical contact is limited to professional necessity (e.g., music, PE, care, or consolation).
 - Avoid secretive, unnecessary, or inappropriate contact.
 - Restraint is a last resort to prevent imminent harm; incidents must be reported to the DSL and Headmaster.
 - PE and music demonstrations require consent and minimum necessary contact.
 - Pupils should not be transported alone; back seat placement and senior staff notification are required in emergencies.
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34. STAFF ACCESS TO BOARDING ACCOMMODATION

- Estates and domestic staff should not enter boarding areas alone; best practice is to work in pairs or arrange chaperones.
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35. STAFF MEDICATION AND FITNESS

- Staff must not work under substances affecting their ability to care for children.
 - Medication that may impair duties must be discussed with the DSL.
 - EYFS staff must follow safe storage procedures.
-

36. CHANGING ARRANGEMENTS

- See Intimate Care Policy for full guidance.
-

37. MISSING PUPILS

- All children are entitled to full-time education.
-

- Missing education may indicate abuse, neglect, exploitation, or radicalisation.
 - Staff must follow Missing Pupils Policy, monitor absences, and report concerns to the DSL.
 - DSL must notify the Local Authority if a pupil is absent for 10+ continuous school days without permission.
-

38. EQUAL TREATMENT

- All pupils are treated equally regardless of sex, race, disability, sexual orientation, religion or belief.
 - Racist incidents are recorded.
 - Staff consult pupils regularly through PSHEE, Tutor meetings, and Pupil Voice initiatives.
-

39. ANTI-BULLYING

- Bullying, harassment, victimisation, and discrimination are not tolerated.
 - Serious incidents also fall under safeguarding procedures.
 - See Anti-Bullying Policy for further guidance.
-

40. COMPLAINTS

- Complaints are handled via the school's Complaints Procedure, available online or on request.
-

41. MONITORING AND EVALUATION

The school monitors and evaluates safeguarding through:

2. Annual DSL report to Governors;
3. Termly safeguarding updates;
4. Governor visits, NSG oversight, and staff meetings;
5. Pupil questionnaires, attendance data, and risk assessments;
6. Regular review of serious incidents, parental concerns, leisure provision, and School Council minutes.

APPENDIX A - Summary of NSPCC Factsheets July 2020/April 2014 & Definitions from KCSIE September 2025

<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 2025).

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 2025).

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).

I. 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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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 (December 2023) 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.

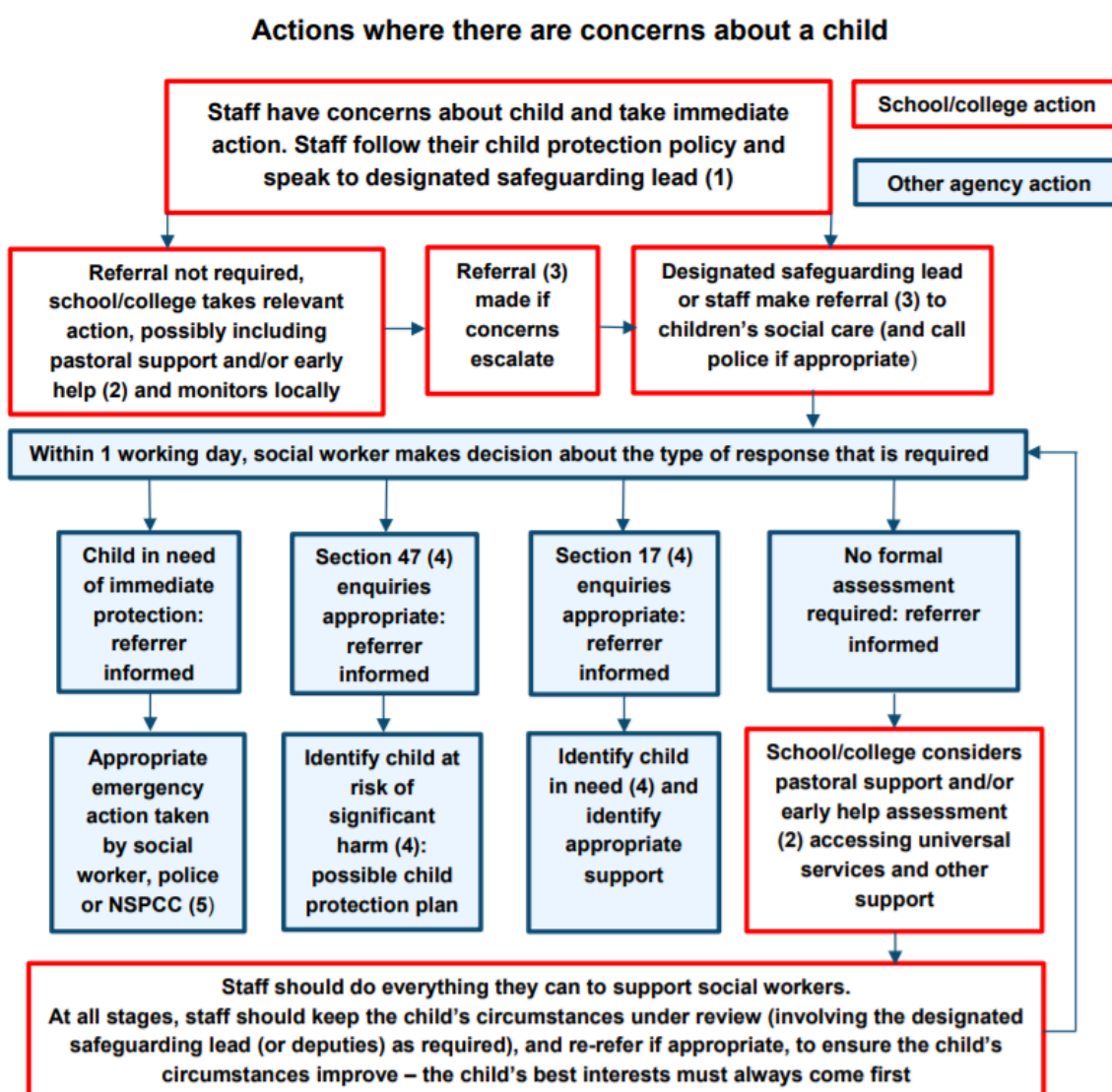
The LADO is responsible for:

- 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.

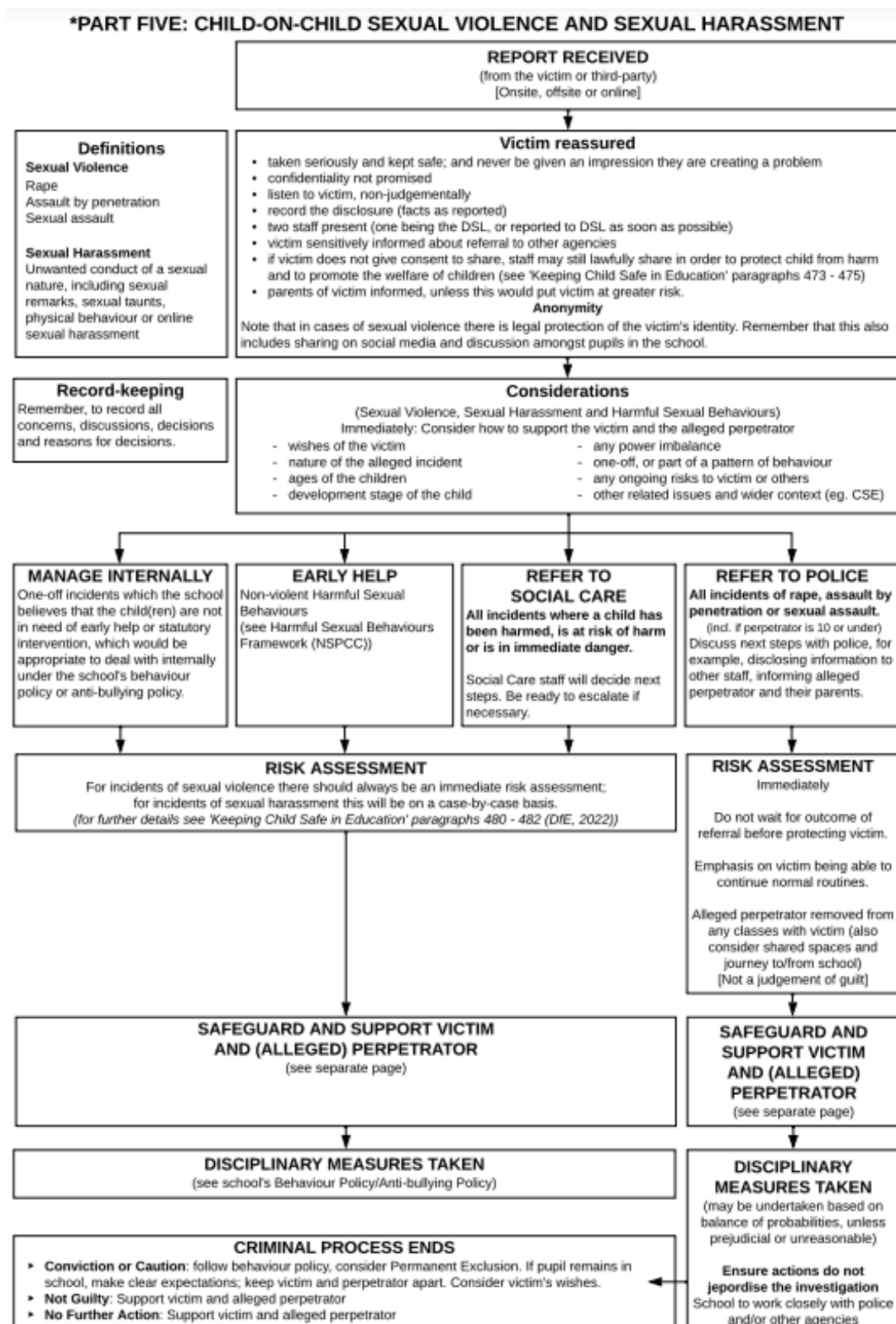
The LADO is available to discuss any concerns and to assist the school in deciding whether there is a need to make a referral and/or take any immediate management action to protect a child.

7. 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).

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



Source:

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

2022 SVSH Flowchart