Westbourne
House School
CHICHESTER

CHILD PROTECTION (SAFEGUARDING) POLICY

This is the policy of Westbourne House School, which incorporates the Prep School, Pre-Prep, Early Years Foundation Stage as well as provision for boarding

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Supporting Policies:

- *This policy should be read in conjunction with the following:*
  - Staff Behaviour Code of Conduct Policy
  - Health and Safety Policy
  - Employee Handbook
  - Prep School/Pre-Prep Staff Handbooks (as appropriate)
  - E-Safety Policy
  - Data Protection and Privacy Policy
  - Child Missing from Education Policy

Policy Statement

The core purpose of this policy is the safeguarding of all our pupils, both day and boarding, and the guarding and promoting of their welfare and to create an environment in which pupils feel secure and valued where they are listened to and taken seriously.

Aims

We aim to safeguard and promote the welfare of the pupils at the school in compliance with the government publications: Keeping Children Safe in Education (KCSIE - September 2018), incorporating the additional statutory guidance, Disqualification Under the Childcare Act 2006 (updated 31 August 2018), What to do if you're worried a child is being abused (March 2015), Working Together to Safeguard Children (February 2019) which refers to the non-statutory but important advice contained within Information Sharing (July 2018), the Data

Protection Act 2018 (please also refer to the Data Protection Policy). In addition, we recognise the Government "Prevent Duty Guidance: for England and Wales" (July 2015), "The Prevent duty: Departmental advice for schools and child-minders" (June 2015) and "The use of social media for on-line radicalisation (July 2015) part of the Government "CONTEST" anti-terrorism initiative (see Appendix 6), as well as Sexual Violence and Sexual Harassment between Children in Schools and College (May 2018) and National Minimum Standards (NMS) for Boarding Schools (April 2015). *NB: Copies of these documents are held centrally by the Designated Safeguarding Lead and are available to staff and governors.*

As recommended, the policy recognises the need for a designated practitioner to take lead responsibility for safeguarding children within the EYFS (Early Years Foundation Stage) setting and liaising with local statutory children's agencies as appropriate. In accordance with the EYFS Statutory framework, a report is made to Ofsted within 14 days if there is an allegation of serious harm or abuse by any person living, working or looking after children at the premises or elsewhere, or any other abuse on the premises.

The Head, staff and governing body take their responsibility to safeguarding and protect the welfare of children very seriously and work closely with our agencies to ensure the best standards of care and support. It is clear that safeguarding is everyone's responsibility and that anyone can make a referral to Children's Social Care if they feel such action is required. All staff have an awareness of safeguarding issues as detailed in KCSIE (September 2018) Part 1 and Annex A.

The safeguarding and best interests of our pupils are paramount at all times. In instances such as residential trips, we ensure that appropriate suitability checks are made on all adults who will supervise our pupils as part of the risk assessment process.

We follow a rigorous process for Safer Recruitment to safeguard all pupils in the school, as detailed in our Safer Recruitment Policy and by following the guidance as set out in KCSIE (September 2018). All sufficient relevant staff are trained in safer recruitment processes.

Should parents request a copy of the policy it is available on request (via either of the Pre-Prep or Prep School Offices) or on the school website.

Practice and Procedure

At Westbourne House we follow the statutory framework and adopt the recognised guiding principles.

Statutory Framework

Places a responsibility on all who work with children to contribute to the safety of children and child protection processes.

Schools are also expected to ensure that they have appropriate procedures in place for responding to situations in which they believe that a child is in need, or suffering, or is likely

to come to significant harm. These procedures should include circumstances where a member of staff is accused or suspected of abuse.

Guiding Principles and Staff Behaviour

- All staff, including new staff, boarding staff, temporary staff and volunteers, are provided with induction training that includes:
    - A copy of the school's Child Protection (Safeguarding) Policy
    - A copy of the Staff Behaviour Code of Conduct
    - A copy of the school's Safeguarding Leaflet
    - A copy of the Behaviour & Discipline Policy (for pupils)
    - A copy of the Children Missing from Education Policy
    - A copy of the E-Safety Policy – which gives details of acceptable use of mobile/smart phones, the internet and use of technology
    - Whistle Blowing Procedures – as clearly stated in Section 3 of the Employee Staff Handbook
    - The identity and function of the Designated Safeguarding Lead
    - A copy of Annex A of the KCSIE
    - A copy of Part 1 of the KCSIE (NB: this is Appendix 9 of Safeguarding Policy), which they must read and sign to confirm that they have understood this document (this is done on annual basis or as required);
- Each time KCSIE is updated, this is re-distributed to staff and they acknowledge, by signing, that they have read and understood the contents thereof.
- All staff are alert to the signs of abuse and neglect and know to whom they should report concern or suspicions'
- All staff (including EYFS) are given up to date guidance about conduct and safe practice; and must adhere to the procedures set out in the school's Child Protection (Safeguarding) Policy, the E-Safety Policy and the Staff Behaviour Code of Conduct Policy, including those in due regard to the use of mobile phones and cameras/videos.
- All staff are made aware that they can make a referral to children's social care if there is a risk of immediate serious harm to a child;
- All staff are aware of the Sexual Offences Act 2003 (2007) Sections 3 & 5 relating to abuse of positions of trust – persons under 18 years receiving education;
- The school has a "Designated Safeguarding Lead (DSL)" with knowledge and skills in recognising and acting upon child protection concerns in both the Prep School and Pre-Prep;
- Within the School there are Deputy DSLs, in both the Prep School and Pre-Prep, trained appropriately;
- The DSL and any deputies are most likely to the complete safeguarding picture and are the most appropriate persons to advise on concerns;
- The DSL is aware of and follows the procedures established by the Local Safeguarding Children Board (LSCB); and the school as a whole in turn use the procedures stated by the LSCB to guide all safeguarding practices;

- The appropriate Head of Year is trained for the role and has the overall responsibility for the welfare and progress of looked-after children; along with support from the DSL and IENCo if/when required;
- The school has a procedure which ensures all staff are aware for handling suspected cases of abuse of pupils, including procedures to be followed where a member of staff is accused of abuse;
- Staff training is reviewed and retraining in the form of INSET takes place regularly (at least annually) using both outside agencies/local authority and in-house training, including new and peripatetic staff induction, including Prevent awareness and how to identify children and young people at risk, on-line safety and the process for Early Help as set out in Working Together to Safeguard Children (February 2019);
- The Head, and all other staff who work with children undertake appropriate training to equip them to carry out their responsibilities for child protection effectively, that is kept up to date by refresher training at 3 yearly intervals, and temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities.
- The Head and all staff (including part time and voluntary staff) who work with children attend regular Child Protection training;
- The Designated Safeguarding Lead and Deputies receive appropriate training at least every two years. These staff are trained in child protection and inter-agency working to Level 2 / 3, with the advice of the Local Safeguarding Children's Board which includes those on Prevent Awareness, CSE, FGM and how to identify children and young people at risk;
- In addition to the DSL having had Certificated Prevent Training, all staff (including peripatetic staff) and Governors have completed on-line Prevent Training.
- The DSL is also trained in e-safety and is aware of the potential for serious child protection/safeguarding issues to arise from:
    - Sharing of personal data
    - Access to illegal/inappropriate materials
    - Inappropriate on-line contact with adults/strangers
    - Potential or actual incidents of grooming
    - Cyber-Bullying
- The school has effective whole school policies on: Anti-Bullying, Use of Reasonable Force, Managing Behaviour, Internet Safety, Managing Allegations and Health & Safety;
- The School educates the children about safeguarding, including peer on peer abuse and on-line risks of radicalization, through teaching and learning opportunities as part of a broad and balanced curriculum eg: whole school focus: 'Safety on Site' (see Curriculum Policy);
- The school gives the children opportunities to be listened to and provide early help through tutor meetings, 'Friends', PSHE sessions, Learning4Life, the IENCo, the schools' Independent Listener and The Children's Commissioner (contact details of which are made available at the school telephones);

- Contextual Safeguarding: Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the DSL (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse.
- The safety of the children is paramount in all situations. If a child's behaviour endangers the safety of others, the class teacher stops the activity and prevents the child from taking part for the rest of that session;
- If a child threatens, hurts or bullies another pupil, the member of staff records the incident, informs the form tutor and the child is punished. If a child repeatedly acts in a way that disrupts or upsets others, the Deputy Head will contact the child's parents and seek an appointment in order to discuss the situation, with a view to improving the behaviour of the child (further detail of procedures for dealing with abuse by one or more pupils against another pupil can be found in the school's Anti-Bullying & Cyber-Bullying Policy and the Behaviour & Discipline Policy);
- If there is reasonable cause to suspect that a child is suffering or likely to suffer significant harm a referral will be made to local agencies. It would be an expectation that in the event of disclosures about pupil on pupil abuse that all children involved, whether perpetrator or victim, are treated as being at risk;
- Corporal punishment is never used nor is its use ever threatened;
- Teachers are allowed to use reasonable force to control or restrain pupils under certain circumstances (Ref: DfE Guidance – Use of Reasonable Force 2011) – see Appendix 5;
- We operate safer recruitment procedures (including DBS checks and compliance with Independent School Standards Regulations).
- It is incumbent upon the school to ensure that any full, part-time, supply or peripatetic staff are DBS checked prior to employment/engagement including a check to ensure a teacher is not subject to a prohibition order issued by the Secretary of State. This is a whole school requirement and includes all ancillary staff as well as academic teaching staff in-line with KCSIE (see Safer Recruitment Policy);
- All new staff receive a Child Protection briefing from one of the school's Designated Safeguarding Leads (DSL) as part of their induction;
- Temporary staff and voluntary staff who work with children are made aware of the school's child protection arrangements (see attached a copy of our Safeguarding Leaflet);
- All visitors to the School, which includes speakers (who are previously checked as suitable eg: by googling and/or obtaining a reference from another school who has used them previously) are accompanied/supervised at all times throughout their visit.

They are expected to report into the School Office (either Prep or Pre-Prep) at which point they will be signed into the Visitor's Book and given a visitors badge – to be worn at all times whilst on the school site.
    - The visitors badge also gives details of the school's fire procedures which are explained whilst signing in.
    - All visitors are also made aware of the school's child protection arrangements by way of our Safeguarding leaflet.
    - Upon departure, visitors are asked to sign out at the School Office and return their visitor badge.
    - Any unknown adults, without a visitors' badge, will be challenged by any member of staff.
    - Regular visitors/contractors will receive some basic safeguarding training which will include being introduced to the DSL and given details of the procedures to following in a case of a safeguarding issue.
- Any deficiencies or weaknesses in child protection arrangements will be remedied without delay;
- Governors recognise their responsibility to act in accordance with locally agreed inter-agency procedures and our policy is made available to parents;
- We include arrangements to deal with allegations of abuse against members of
- staff/volunteers/head;
- The governing body undertakes regular reviews (at least annually) of the school's child protection policies and procedures and of the efficiency with which the related duties have been discharged;
- In addition to keeping all our own staff (including governors) trained and updated:
    - as of September 2016, Westbourne House facilitates regular (bi-annual) initial and refresher training for DSLs and Deputies for Independent Schools in the local area. This is delivered by Kaye Handman; who also provides training for WSSCB.

With due regard to boarding:

- Arrangements are made to safeguard and promote the welfare of boarders whilst they are accommodated at school; such arrangements have regard to the National Minimum Standards for Boarding Schools (April 2015).
- Briefings are given to senior pupils with positions of responsibility over other pupils, on appropriate action to take should they receive any allegations of abuse.
- The school recognises the need to be vigilant on supervision and monitoring of relationships in boarding and the potential for abuse by peers. When dealing with potential abuse by one or more pupils against another pupil when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm' a referral will be made to the local authority as a child protection concern.
- A policy, known to staff and used in practice, for searching for and, if necessary, reporting any boarder missing from school is in place (see Appendix 3).

- The possibility of reporting concerns or allegations to ISI (with telephone number) is made available after having reported any concerns or allegations to local statutory agencies first and foremost.
- Access to boarding houses is restricted throughout the day and access is only permitted under the supervision of houseparents.
- Visitors to the boarding community and accommodation are subject to the same procedure as outlined above for those visiting during the school day.
- If a member of the boarding staff is suspended in circumstances of a child protection nature, alternative accommodation will be provided.

Teaching and Learning

The school's Governing Body ensures that an appropriate member of the Senior Management Team (SMT) is appointed as the Designated Safeguarding Lead (DSL) for Child Protection. Roger Allingham is appointed to this role and Caroline Oglethorpe (Head of Pre-Prep) acts as his Deputy and takes lead responsibility for safeguarding children within the EYFS setting and the Pre-Prep as a whole. She is trained to the same standard as the DSL and also undertakes the role of the DSL (Roger Allingham) when he is unavailable or off-site.

The DSL is given the appropriate status and authority within the school to carry out the duties of the post. He is given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

The broad areas of responsibility for the DSL (in accordance with Annex B of KCSIE September 2018 and as stated in his personal job description – held on file) is to:

Manage referrals:

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

Work with others:

- 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 and SENCOs) on matters of safety and safeguarding 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.

Training:

The DSL (and deputies) undergo training to provide them with the knowledge and skills required to carry out the role. This training is updated at least every two years and they attend LSCBs training courses including those on Prevent, FGM and CSE.

In addition to the formal training, 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 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;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;
- understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners;
- are able to keep detailed, accurate, secure written records of concerns and referrals;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- 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 or college may put in place to protect them.

Raise Awareness:

- ensure that 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 or college in this; and
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

Child Protection File

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

Availability

During term time the DSL (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the DSL (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. The school and DSL arranges adequate and appropriate cover arrangements for any out of hours/out of term activities.

Multi-working

The school has a pivotal role to play in multi-agency safeguarding arrangements. The Governing body ensures that the school contributes to multi-agency working in line with statutory guidance Working Together to Safeguard Children (February 2019).

It is especially important that the school understands it's role in the new safeguarding partner arrangements.

The school works with social care, the police, health services (the three safeguarding partners) and other services to promote the welfare of children and protect them from harm. This includes providing a coordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. The school allows access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

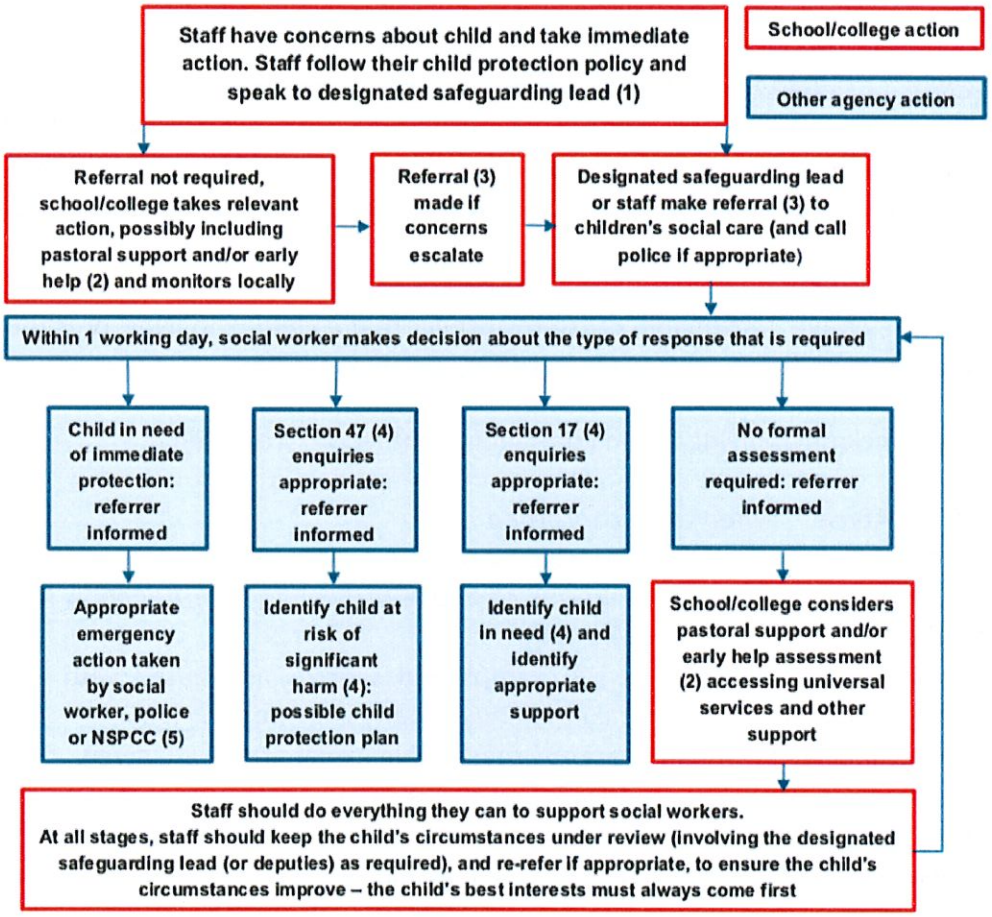
It is expected that, locally, the three safeguarding partners may name the school as a relevant agency in order to reach a conclusion on how best to achieve the active engagement of individual institutions in a meaningful way. If named as a relevant agency the school, in the same way as other relevant agencies, are under a statutory duty to co-operate with the published arrangements.

Specifically, guidance for staff who have concerns that a child may be in need:

- Any member of staff concerned about a child must inform the Designated Safeguarding Leads (DSL) immediately. He/she will inform the Head (and Head of Pre-Prep if appropriate). Staff should consider and make reference to the document Information Sharing July 2018 and follow the seven golden rules as set out in the guidance.
- The member of staff must record factual information regarding their concerns on the same day. The record must be a clear, concise and factual account of the observations. These should be signed and dated.
- The Designated Safeguarding Lead (DSL), in consultation with the Head, will communicate readily with a local safeguarding agency whenever an allegation or disclosure of abuse has been made. Contact will be made within 24 hours of a disclosure or suspicion of abuse. If there is a risk of immediate serious harm to a child, a referral will be made to Children's Social Care and / or the Police immediately and all allegations will be reported to the LADO immediately and within one working day at the latest.
- When a referral is made to Social Services, the Designated Safeguarding Lead (DSL) will ensure that a written report of the concerns is forwarded.
- Particular attention will be paid to the attendance and development of any child identified as a child in need, or a child who is suffering or likely to suffer significant harm.
- If a child, identified by Children's Social Care Services as being in need of a Child Protection Plan changes school, the Social Services department will be informed and the appropriate records will be transferred to the receiving school.

- The School differentiates between the safeguarding of children who have suffered or are likely to suffer significant harm and those who are in need of additional support from one or more agencies. The former reporting to Children's Social Care; the latter using local inter-agency assessment processes (CAF and TAC).

Actions where there are concerns about a child



1. In cases which also involve an allegation of abuse against a staff member, see Part four of KCSIE September 2018.

2. 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 co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter 1 of Working Together to Safeguarding Children provides details guidance on the early help process.

3. Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter 1 of Working Together to Safeguarding Children

4. 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 the 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.

   - *Section 17 Definition*: A **child in need** is **defined** under the **Children** Act 1989 as a **child** who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a **child** who is disabled.

   - *Section 47 Definition*: the Children's Social Care must carry out an investigation when they **have** 'reasonable cause to suspect that a **child** who lives, or is found, in their area is suffering, or is likely to suffer, significant harm'.

5. This could include applying for an Emergency Protection Order (EPO).

Recognising Child Abuse – When to be concerned

It is important that all members of staff including visiting staff both paid and unpaid should be aware and alert to possible outward signs of abuse or neglect (see Appendix 1). These signs may include one or more of the following:

- An injury that is not typical of the bumps and scrapes associated with everyday activities, or an injury that is not consistent with any explanation given.
- Frequent injuries even when apparently reasonable explanations are given.
- Sudden changes in behaviour, performance or attitude.
- Anxiety or low self esteem.
- Knowledge of sexual matters beyond what would normally be expected, or sexual behaviour that is unusually explicit or inappropriate to the child's age.
- Disclosure of an experience in which the child may have been significantly harmed.
- In due regard to FGM, please also refer to:
    - Appendix 1 – Definitions of Abuse, Neglect and Safeguarding Issues

Dealing with a disclosure

- Listen to what is being said without displaying shock or disbelief.
- Accept what is being said.
- Allow the child to talk freely.
- Reassure the child, but do not make promises which it might be impossible to keep.
- Do not promise confidentiality, as it might be necessary to refer the case to Social Services.

- It is not a requirement to seek parental or pupil consent for a referral to statutory agencies/LADO.
- Reassure the child that what has happened is not their fault and stress that it was right to talk.
- Listen rather than ask direct questions; ask open rather than leading questions.
- Explain what has to be done next and who has to be told.
- When dealing with abuse by one or more pupils against another pupil (peer on peer abuse) when there is 'reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm' a referral will be made to the local authority as a child protection concern.
- In due regarding to sexting; *although the pupils are not allowed mobile phones in school* (and in addition to the guidance above):
    - A disclosure should be reported to the DSL .
        - Never view, download or share the imagery yourself , or ask a child to share or download – this is illegal .
        - If you have already viewed the imagery by accident (e.g. if a young person has showed it to you before you could ask them not to), report this to the DSL.
        - Do not delete the imagery or ask the young person to delete it.
        - Do not ask the young person(s) who are involved in the incident to disclose information regarding the imagery. This is the responsibility of the DSL .
        - Do not share information about the incident to other members of staff, the young person(s) it involves or their, or other, parents and/or carers.
        - Do not say or do anything to blame or shame any young people involved.
        - Do explain to them that you need to report it and reassure them that they will receive support and help from the DSL.
    - The DSL should hold an initial review meeting with appropriate school staff
    - There should be subsequent interviews with the young people involved (if appropriate)
    - Parents should be informed at an early stage and involved in the process unless there is good reason to believe that involving parents would put the young person at risk of harm
    - At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

Assessment and Record Keeping

- Take contemporaneous notes or make handwritten notes as soon as possible after the conversation.
- Do not destroy the original notes in case they are needed by a court.

- Record the date, time place and any noticeable non-verbal behaviour **and the words used by the child**.
- To make observation of an injury, a diagram is incorporated into the Safeguarding Report form to show the position of such injury, however, staff must only view parts of a child's body which are normally visible.
- Record statements and observations, not interpretations or assumptions.
- A recognised pro-forma is available to all staff for recording concerns, to be given to the DSL (blank pro-formas are held in the Staffroom)
- Low level concerns that do not reach the LCSB thresholds are recorded on the 'concerns' form and filed with the DSL.

Staffing and Resources

In line with KCSIE 2018, Annex B: Roger Allingham is the appointed Designated Safeguarding Lead (DSL) for Child Protection (as well as being a Maths teacher). Caroline Oglethorpe (Head of Pre-Prep) acts as Deputy DSL and takes lead responsibility for safeguarding children within the EYFS setting and the Pre-Prep as a whole. Both of these members of staff are on the Senior Management Team (SMT) and have the status and authority to carry out the duties of the post; they are given the time, funding, training, resources and support to provide advise/support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings and/or support other staff to do so, and to contribute to the assessment of children.

The DSL also has the responsibility to maintain an overview of safeguarding within the school, to open channels of communication with local statutory agencies, support staff in carrying out their safeguarding duties and to monitor the effectiveness of policies and procedures in practice.

In the case of absence from School, both Mark Forsyth (Head of Boarding) and Jo Rich (Year 1 Teacher) have the appropriate higher level Safeguarding training to enable them to cover any safeguarding issues both in the Prep School and Pre-Prep (including EYFS).

In addition to the above, the following staff have been trained in Level 2-3 Safeguarding and act as deputies as the need arises:

- Hayley Kewell (Senior Nurse)
- Jonathon Anderson (Deputy Head)
- Clare Smith (Houseparent)
- Sam Pollock (Senior Mistress)

Termly meetings with the DSL take place to update Deputy DSLs on safeguarding issues and procedures and at which they also have the opportunity to contribute to the writing this policy.

A member of our governing body is designated to take a lead in relation to responsibility for our safeguarding arrangements. Mr James Passam currently takes this role. However, the

safeguarding duties remain the responsibility of the Governing Body as a whole, including the annual review of safeguarding. The LCSB no longer audits on-line; the School now uses the NSPCC Audit.

Whilst the activities of the DSL can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection remains with the DSL and will not be delegated.

Allegations involving teachers and other staff
The dealing with allegations of abuse against teachers and other staff follows guidance provided in Part 4 of the KCSIE.

Any allegations against staff, volunteers or the DSL with responsibility for safeguarding must be reported to the LADO (for advice at the very least), as well as being reported to the Head, so as to enable a resolution, as fast as reasonably possible, which will benefit all concerned. The DSL may be consulted by the Head (unless he is the object of the allegation), since the DSL will have received higher level safeguarding training.

If the Head is absent, the allegation should be passed to the Chair of Governors. If the allegation concerns the Head, the person receiving the allegation should immediately inform the Chair of Governors without notifying the Head first. In case of serious harm, the police should be informed from the outset.

If a child or parent makes an allegation of abuse against another member of staff, the person receiving the complaint must take it seriously and **immediately** inform the Head or Head of Pre-Prep.

Any member of staff who has reason to suspect that a child may have been abused by another member of staff, either at school or elsewhere, must immediately inform the Head. A record of the concerns must be made, including a note of any witness to the incident or allegation.

Following an allegation or disclosure, all unnecessary delays will be eradicated. An investigation will not be undertaken without prior consultation and instruction to do so from the Local Authority Designated Officer (LADO). The Head and Designated Safeguarding Lead (DSL) will not make their own decision over what appears to be borderline cases but rather the doubts and concerns will be discussed with the LADO. The LADO will provide advice and preside over the investigation of any allegation or suspicion of abuse directed against anyone working in the school. Where and when appropriate, the DSL will have informal discussions with the LADO to decide appropriate courses of action.

If the Head decides this is justified, he must make the referral directly to the local Social Services Department. If the allegation constitutes a serious criminal offence, it will be necessary to contact Social Services before informing the member of staff involved.

If it is decided that it is not necessary to refer to the LADO, the Head will consider whether there needs to be an internal investigation. We recognise fully that we have a duty of care towards all of our staff, and we will always:

- Keep an open mind until a conclusion has been reached
- Keep him or her informed of progress of the investigation
- Interview a member of staff before any further action is taken

Any member of staff invited to a meeting whose outcome is likely to result in his or her suspension, is entitled to be accompanied by a friend or Trade Union representative. Suspension of a member of staff is a neutral act and does not imply that any judgement has been reached about his or her conduct.

However, it is a serious step and with legal advice we will normally only suspend a member of staff where there is serious risk of harm (or further harm) to the child; where allegations are so serious as to constitute grounds for dismissal, if proved; and if the police are investigating allegations of criminal misconduct.

In the event of suspension, staff living in school accommodation will be required to remain off-site for the duration of their suspension. We will always consider whether an alternative to suspension might be appropriate. Possibilities include:

- Sending the member of staff on leave
- Giving him or her non-contact duties
- Ensuring that a second adult is always present in the classroom when he or she teaches

In the event of an allegation against the Head, this should be reported to the Chair of Governors who will in turn seek advice and instruction from the LADO. (NB: all parents have access to the Chair of Governors through a confidential route). Subsequent investigation and all action will be carried out by the Chair of Governors (see Appendix 2).

The school undertakes to promptly report to the Disclosure and Barring Service (DBS) any person (whether employed, contracted, a volunteer or student) whose services are no longer used for regulated activity and the DBS referral criteria are met, that is, they have caused harm or posed a risk of harm to a child. The School recognises the need to respond to requests from the DBS for information held and would consider making a referral to the Teaching Regulation Agency (TRA) – an executive agency of the Department for Education. Where a teacher has been dismissed a prohibition order may also be appropriate.

The circumstances where the School would cease to use a person's services include: dismissal; non-renewal of a fixed-term contract; no longer engaging/refusing to engage a supply teacher provided by an employment agency; terminating the placement of a student teacher or other trainee; no longer using staff employed by contractors; no longer using

volunteers; resignation; and voluntary withdrawal from supply teaching, contract working, a course of initial teacher training, or volunteering.

The school is aware that it has an obligation to preserve records which contain information about allegations of sexual abuse for the Independent Inquiry into Child Sexual Abuse (IICSA) for the term of an enquiry. All records will be retained until the accused has reached normal pension age or for a period of 10 years from the date of the allegation if that is longer.

Disqualification from working in childcare
For staff who work in early and later years childcare, including before and after school clubs, for children who have not attained the age of 8, or who are directly concerned with the management of such provision, the school must ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare (Disqualification) Regulations 2009. Staff are required to notify the school immediately if there are any reasons why they should not be working with children.

Guidelines for Staff (Ref: Guidance for Safer Working Practice for Adults who work in Education 2009).
This guidance is issued within this policy for the protection of both staff and pupils. In education, all relationships are founded on trust. It is vital for those in positions of trust to understand the power this gives them over those in their care, and the responsibility they must exercise as a consequence.

- Do not let suspicion, disclosure or allegations of abuse go unreported or unrecorded.
- Do provide access for pupils to talk to you about any concerns they may have
- Plan activities that involve more than one other person being present, or are at least within sight or hearing of others.
- If it is necessary to speak to a child alone, always inform another member of staff where you are. It is advisable not to close the door of the room, or to use a room with a glass-viewing panel in the door. (The Deputy Head's Office is designed for such an eventuality.)
- Without compromising confidentiality, consider whether it is advisable to inform the child's tutor/year coordinator of the conversation.
- Recognise that caution is required in sensitive moments of counselling on matters such as bullying, bereavement or abuse.
- On residential trips, pupils and staff must have separate sleeping accommodation.
- Avoid situations that compromise your relationship with pupils and are unacceptable within a relationship of trust.
- During coaching of sport or instrumental teaching, where a degree of physical contact may be inevitable, staff must be particularly aware that this should only be used to develop skills/techniques or to treat or prevent injury.
- Staff are advised to avoid transporting a single child in a vehicle.
- Remember that someone else may misinterpret your actions, no matter how well intentioned.

- Do not have inappropriate physical or verbal contact with pupils. Avoid suggestive remarks or gestures, even in fun.
- Do not jump to conclusions about others without checking the facts.
- Do not rely on your good name to protect you.
- **Do not believe "it could never happen to me".**

School Contact Telephone Numbers:

- Roger Allingham (Designated Safeguarding Lead - DSL) – 07736 544062
- Caroline Oglethorpe (Designated Safeguarding Lead (DSL) for Child Protection in Pre-Prep/EYFS) – 07789 072699
- Martin Barker (Head) – 07709 155460
- Jonathan Anderson (Deputy Head) – 07792 208339
- Christopher Keville (Chair of Governors) – 07799 727122
- James Passam (Governor responsible for Safeguarding) – 07843 557952
- Reverend Ian Forrester (Independent Listener) – 01243 774045
- Mrs Anne Geffen (Independent Listener) – 01243 532026

Contact Details for our Local Safeguarding Children Board (LSCB) - West Sussex Safeguarding Children Board:

- **West Sussex County Council Multi Agency Safeguarding Hub (MASH):**
  - 0330 222 3339 / 01403 229900 (see further details below)
- **West Sussex Safeguarding Children Board:**
  - 0330 222 4108
  - lscb@westsussex.gov.uk
- **WSCC LADO:**
  - Lindsey Tunbridge-Adams – Mob: 07710 965209
    - Email: lindsey.tunbridge-adams@westsussex.gov.uk
- **WSCC Safeguarding in Education Manager:**
  - Jez Prior – 0330 222 7618 / Mob: 07850 537364
    - Email: jez.prior@westsussex.gov.uk
- **Sussex Police:**
  - 0845 60 70 999
- **Designated Nurse Safeguarding Children (West Sussex):**
  - 07770 800 247

Contact Details for National Safeguarding Children Organisations:

- The Children's Commissioner – 0800 528 0731
- Concerns about the welfare of a child can be reported through to a single country-wide phone number, known as **'MASH'**:
  - 01403 229900 – Monday to Friday between 9am-5pm
  - At all other times, including nights, weekends and Bank Holidays, an Out of Hours Emergency Team can be contacted: 0330 222 6664
  - Email: mash@westsussex.gov.uk

- Police – 101 and ask for the Safeguarding Investigations Unit, alternatively in an emergency dial 999
- ISI – 020 7710 9902
- Child Line – 0800 1111
- NSPCC – 0808 800 5000
- Public Concern at Work (Whistle Blowing) – 0207 404 6609
- In the case of FGM, it is mandatory for staff to report such cases to the DSL or Deputy and the police (details above).
- In the case of extremism, any concerns should be addressed to the DfE dedicated helpline: 020 7340 7264 (counter-extremism@education.gsi.gov.uk)

Appendix 1 – Definitions of Abuse, Neglect & Safeguarding Issues (including peer on peer abuse)

In line with KCSIE September 2018 – Part 1:
All 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.

Abuse: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. 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.

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

Emotional abuse: the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental 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.

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

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.

Specific safeguarding issues

All staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger. Staff should also be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.
-

All staff should be clear as to the school's or college's policy and procedures with regards to peer on peer abuse.

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Additional information regarding contextual safeguarding is available from contextualsafeguarding.org.uk

In line with KCSIE September 2018 – Annex A:

The points below contains important additional information about specific forms of abuse and safeguarding issues. If staff have any concerns about a child's welfare, they should act on them immediately. Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.

Staff should also have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger. Any concerns about a child's welfare should be acted upon immediately; following the procedures as set out in this policy.

Children and the court system
Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds.

The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children missing from education *(please also refer to separate policy)*
All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future. Staff should be aware of their school's or college's unauthorised absence and children missing from education procedures.

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

Child sexual exploitation

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

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

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

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

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

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Domestic abuse The cross-government definition of domestic violence and abuse is: Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- emotional

Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life. Advice on identifying children who are affected by domestic abuse and how they can be helped is available at nspcc.org.uk, refuge.org.uk and safelives.org.uk

Homelessness

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity.

Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

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

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/or require accommodation.

So-called 'honour-based' violence

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

Actions

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

FGM

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

FGM mandatory reporting duty for teachers

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils or students, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information. Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf.

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines (pages 35-36) that focuses on the role of schools and colleges. Staff can contact the Forced Marriage Unit if they need advice or information: 020 7008 0151 or email fmu@fco.gov.uk.

Preventing Radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

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

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

The Prevent Duty

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

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

Additional support

The department has published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support. There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges.

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

Channel

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

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

Peer on peer abuse

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

Sexual violence and sexual harassment between children in schools and colleges

Context

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

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

Staff should be aware of the importance of:

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

What is Sexual violence and sexual harassment?

Sexual violence

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

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

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

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

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

Sexual harassment

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

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

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

The response to a report of sexual violence or sexual harassment

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

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out in Part one of this KCSIE. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

Sexting ***(NB: Definition from UKCCIS):*** the production and/or sharing of sexual photos and videos of and by young people who are under the age of 18. It includes nude or nearly nude images and/or sexual acts. It is also referred to as 'youth produced sexual imagery'. Sexting does not include the sharing of sexual photos and videos of under - 18 year olds with or by adults. This is a form of child sexual abuse and must be referred to the police.

Differentiation

The school also recognises the additional vulnerability of pupils with special educational needs (SEN) and disabilities and understands the differences between a concern and risk of serious harm. These can include:

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

Appendix 2 – The Responsibilities of the Governing Body

The Governing body is accountable for ensuring the School has effective policies and procedures in place in accordance with this guidance, and monitoring the school's compliance with them. The Governing Body is aware that among other obligations, the Data Protection Act 2018 and GDPR place duties on organisations and individuals to process personal information fairly and lawfully and keep the information they hold safe and secure (please refer to Data Protection Policy).

The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

Neither the Governing body, nor individual governors, has a role in dealing with individual cases or a right to know details of cases (except when exercising their disciplinary functions in respect of allegations against a member of staff). There is however a governor who has specific responsibility for child protection who meets with the DSL three times a year; these meetings are minuted.

In order to achieve this responsibility, Governors are supplied with appropriate information that enables them to monitor compliance with the requirements of KCSIE September 2018. Governors receive appropriate training so as to be equipped with the knowledge to fulfil their functions.

The Governing Body ensures that the school:

- Has a Child Protection Policy and procedures in place that are in accordance with LA guidance and locally agreed inter agency procedures, and the policy is made available to parents on request. NB: This is available on the school website.
- Has sufficient relevant staff trained in safer recruitment processes.
- Operates safer recruitment processes and makes sure that all appropriate checks are carried out on new staff and volunteers who will work with children, including DBS Checks and Barred List Checks.
- Has procedures for dealing with allegations of abuse against members of staff and volunteers that comply with guidance from the LA/ West Sussex Safeguarding Children Board and locally agreed inter-agency procedures.
- understands the local criteria for action and the local protocol for assessment and ensure they are reflected in their own policies and procedures. They should also be prepared to supply information as requested by the three safeguarding partners.
- Has a senior member of the school's staff who is designated to take lead responsibility for dealing with child protection issues, providing advice and support to other staff, liaising with the LA/West Sussex Safeguarding Children Board, and working with other agencies. The DSL need not be a teacher but must have the status and authority within the school management structure to carry out the duties of the

post including committing resources to child protection matters, and where appropriate directing other staff.

- Has a Deputy DSL to act in the DSL's absence.
- Has in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risks of their going missing in future.
    - Where reasonably possible, schools and colleges should hold more than one emergency contact number for each pupil or student. This goes beyond the legal minimum and is good practice to give the school or college additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.
- In addition to basic child protection training, the DSL undertakes training in inter–agency working, Threshold Training, MASH and CSE, that is provided by, or to standards agreed by, the LSCB, and refresher training at 2 yearly intervals to keep his/her knowledge and skills up to date.
- The Head, and all other staff who work with children undertake appropriate training to equip them to carry out their responsibilities for child protection effectively, that is kept up to date by refresher training at 3 yearly intervals, and temporary staff and volunteers who work with children are made aware of the school's arrangements for child protection and their responsibilities.
- The governing body remedies any deficiencies or weaknesses in regard to child protection arrangements that are brought to its attention without delay.
- The Chair is responsible for liaising with the LA/West Sussex Safeguarding Children Board and/or partner agencies, as appropriate in the event of allegations of abuse being made against the Head.
- The Governing Body reviews the school's Child Protection (Safeguarding) Policy and its procedures annually as part of their duty of care to health, safety and welfare of all pupils at the school.
- Alongside this, the governors receive a termly Safeguarding Report from the DSL and undertake to rectify any weaknesses without delay.

The Governing Body also ensures that the schools Child Protection Policy includes:

- procedures to minimise the risk of peer on peer abuse;
- how allegations of peer on peer abuse will be recorded, investigated and dealt with;
- clear processes as to how victims, perpetrators and any other child affected by peer on peer abuse will be supported;
- a clear statement that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up";
- recognition of the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators), but that all peer on peer abuse is unacceptable and will be taken seriously; and
- the different forms peer on peer abuse can take, such as:

- sexual violence and sexual harassment. Part five of this guidance sets out how schools and colleges should respond to reports of sexual violence and sexual harassment;
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexting (also known as youth produced sexual imagery): the policy should include the school's or college's approach to it. The department provides Searching Screening and Confiscation Advice for schools. The UK Council for Child Internet Safety (UKCCIS) Education Group has published Advice for Schools and Colleges on Responding to Sexting Incidents; and initiation/hazing type violence and rituals.

A member of our governing body is designated to take a lead in relation to responsibility for our safeguarding arrangements. Mr James Passam currently takes this role. However, the safeguarding duties remain the responsibility of the Governing Body as a whole, including the annual review of safeguarding. This review is undertaken on-line with the NSPCC Audit tool.

Appendix 3 – Lost Child Procedure

In order to minimise the possibility of a child getting lost, all staff need to be vigilant in maintaining a check on the number of children in their care. This means that in addition to the statutory keeping of attendance registers, headcounts after break times and at the beginning of lessons should automatically take place. The practice will ensure that if a child should go missing, the loss is quickly discovered.

With due regard to boarding:

- Registers are taken by the staff on duty at the start of boarding time (5.30pm in the Library) and then again at the start of all evening meals. On Wednesday afternoons, a register is also taken after games before boarders' free time.
    - The electronic diary and school register is referred to (a daily paper copy of which is put on the Notice Board in the Staff Room) to account for any boarders not registered.
- A 'signing out' system is used for all boarding children and a 'signing in' system is also completed on arrival at an outhouse (for Year 7&8 pupils). Duty staff and house parents communicate regarding any anomalies to ensure that all children are accounted for both in the Main House and outhouses.

In the event of a missing child, the loss should be immediately reported to the Head or a senior member of staff who will then direct the course of action.

This will include any or all of the following:

1. Alert other members of staff and deploy appropriately whilst maintaining adequate supervision of the remaining children.
2. Question children.
3. Conduct thorough search of the buildings and outdoor area.
4. If the child has not been found within 15 minutes, parents should be contacted and possibly also the police.
5. Continue to search involving as many adults as possible, opening up the area and keeping in touch by mobile telephone.

On finding a missing child:

1. Alert the Head or the senior member of staff involved.
2. Inform all other persons who were deployed to help search.
3. The child should be taken to a safe and appropriate place to discuss with the Head/a senior member of staff the reasons for their actions.
4. In a disciplinary situation the schools' Behaviour and Discipline Policy would be followed, including communication with parents by the Head.

5. In an emotionally driven situation the child would be counselled and supported in a safe and appropriate place by member of staff known and familiar with the individual (tutor, boarding staff, matron, IENCO etc.). Communication with parents by the Head would follow.
6. In the situation where a child is found by the police or outside agencies the Head or senior member of staff would keep in constant communication and follow their advice regarding further action.
7. Written records of all missing child incidents are made by the Head or senior member of staff and kept within confidential pupil files. All staff would be made aware of a situation.

Appendix 4 – Late Collection Procedure

If a child is not collected at the end of the school day, the child remains the responsibility of the class teacher or assistant until alternative arrangements have been made.

Each instance is different and staff need to act on initiative but the following procedure is likely to be "best practice".

- Allow a 10-minute leeway for normal delay or lateness.
- After 10 to 15 minutes, call parents or "collecting person". Should there be no response, refer to emergency contacts.
- Responsibility for the child may be passed onto the "Childcare" staff or to a colleague if necessary or appropriate. In the Prep School pupils in Y5 and above should be sent to the Library (where Day Pupil Prep is held), to be collected at the end of the session.
- The child should not be left alone and should be reassured that the situation will be resolved.
- Under no circumstances should a child be allowed to go with another parent without consent from the child's own parent or from the Head.
- The Head of the Pre-Prep or the Head in the Prep School should be kept informed of the situation.
- In situations where it is not possible to contact parents/carers, the Head/Head of Pre-Prep will contact Children's Social Care Services 60 minutes after the finishing time of the pupil (also taking account After School Activities, which run for approximately 60 minutes after the pupil's finishing time):
    - Pre-Prep (including EYFS): 3.15pm
    - Junior Department (Years 3&4): 4.30pm
    - Years 5-8: 5.30pm

Late Collection From After School Activities

Those in charge of after school activities have a responsibility to ensure that the pupils in their care are safely collected at the end of the session. In the event of a child not being collected, the "activity leader" will stay with the child for 10 to 15 minutes to allow for normal delay or lateness. After this time, the activity leader will contact the Pre-Prep and/or the Prep School as appropriate. A member of staff will then take responsibility and follow the late collection procedure.

Appendix 5 – Restraint of Pupils Procedure
(Ref: Government Guidance "Use of Reasonable Force - July 2013")

What is physical restraint?
Restraint occurs whenever a member of staff, using intentional force, physically restricts a child's movement against his or her will.

Physical restraint does not include the use of gentle physical prompting or guidance where the child is happy to comply and the aim is to assist him or her to participate appropriately in activities. There are other situations where physical contact may be necessary eg demonstrating exercises in PE lessons; administering first aid; or offering comfort to a distressed pupil. This does not constitute restraint but staff should be conscious of pupil perceptions and recognise that for some pupils touching may be unwelcome and misinterpreted despite good intentions.

Physical restraint is a procedure for dealing with an unsafe or crisis situation.

It must not be used as a form of punishment and must not be used when a less severe response might have effectively resolved the situation. Deliberate use of physical contact to punish a pupil, cause pain or injury or humiliation is unlawful, regardless of the severity of the pupil's behaviour or the degree of provocation (Ref: Working Together to Safeguard Children - February 2019).

The use of physical restraint
Restraint should only be used in circumstances where there are good grounds for believing that the pupil is placing him/herself or other people in immediate danger or where there is a likelihood of significant damage to property. (As outlined in the 1996 Education Act, 550A Sec. 93 Education & Inspections Act 2006 and Use of Reasonable Force 2013). Restraint should be used rarely to secure compliance with staff instructions; other methods should always be considered first.

If we are aware that a pupil is likely to behave in a way that may require physical restraint, it will be sensible to plan how to respond, should such a situation arise. This plan should be shared with parents and other staff taking account of the school policy and legislation. If physical restraint is likely to be necessary this should be included in the pupil's Additional Learning Plan (ALP) together with information on: de-escalation strategies; the manner in which the pupil will be held; how support can be summoned if needed; any medical factors to be considered.

Types of Restraint
Restraint occurs whenever a member of staff, using intentional force, physically restricts a pupil's movement against the pupil's will. This may mean restraining a pupil or moving him/her by physical means. The procedures of restraints apply to pupils of either sex and of any age.

Restraint can be:

- Partial, restricting and preventing particular movements.
- Total as in the case of immobilization.

Partial restraint covers a wide range of techniques which can be applied in degrees to meet particular circumstances. It may involve:

- Physically moving a pupil from a situation where there is an imminent risk of a violent incident and where the pupil has refused to respond to a reasonable verbal request.
- Holding pupils to restrict their movements.
- Retaining a pupil in a confined area in order to prevent individuals or property being damaged. (It is illegal to lock a pupil in a room or cupboard which they cannot leave of their own volition).

Total Restraint is where pupils are held in such a way which prevents them from moving. This could mean a pupil being held on the floor. This is an extreme form of restraint and would be used only when an assault was being thought a serious risk to others.

Staff should be aware that for some pupils, the use of physical restraint may act as positive reinforcement for their behaviour.

Should staff have cause to use physical restraint, details must be recorded and the incident reported to the Head, Deputy Head or Head of Pre-Prep as appropriate, who will ensure that parents are informed before the end of the day.

Appendix 6 – Prevent Duty – Anti-terrorism & Anti-radicalisation of Vulnerable People

Preventing Radicalisation

In accordance with the Counter-Terrorism and Security Act 2015, which received Royal Assent on 12 February 2015, as a school we have due regard and assess the risk so as to prevent people from being drawn into terrorism ("the Prevent duty") and also to guidance issued by the Secretary of State.

The school is aware of its obligation as referred to in the KCSIE September 2018 of our need to be a partner of a Channel panel as required and assesses the risk where appropriate. In order to reduce risks and build resilience including to radicalisation, with particular attention to the safe use of electronic equipment and the internet, the children are taught, age appropriately, about safeguarding through a planned component of the curriculum: Learning4Life, SMSC and PSHE.

What is Prevent?

The Prevent Strategy is a cross-Government policy that forms one of the four strands of CONTEST: the United Kingdom's Strategy for Counter Terrorism. It includes the anti-radicalisation of vulnerable adults and children.

CONTEST as a counter-terrorism strategy is organised around four work streams, each comprising a number of key objectives:

- **PURSUE:** To stop terrorist attacks;
- **PREVENT:** To stop people becoming terrorists or supporting terrorism;
- **PROTECT:** To strengthen our protection against a terrorist attack; and
- **PREPARE:** To mitigate the impact of a terrorist attack.

Prevent is designed to stop people from supporting terrorism or becoming terrorists themselves. The importance of identifying radicalisation as early as possible continues to be highlighted: when successful, radicalised individuals can be prevented from perpetrating criminal acts which significantly affect their own lives as well as those of their victims and their families and local communities.

Prevent now addresses radicalisation to all forms of terrorism, including the extreme right-wing, for example, and the non-violent, which can popularise views that terrorists exploit. Action to address forms of extremism such as these should be prioritised locally according to the risks faced. To assist in this, though the current Prevent strategy has widened its scope, its focus has been reduced to these key objectives:

- **IDEOLOGIES:** To respond to the ideological challenge of terrorism and the threat we face from those who promote it;
- **INDIVIDUALS:** To prevent people from being drawn into terrorism and ensure that they are given appropriate advice and support; and

- **INSTITUTIONS**: To work with a wide range of sectors (including education, criminal justice, faith, charities, the internet and health) where there are risks of radicalisation.

What do we mean by the term terrorism?

Although there is no generally agreed definition of terrorism internationally, in the United Kingdom the Terrorism Act 2000 defines terrorism as:

The use or threat of action designed to influence the government or an international governmental organisation or to intimidate the public, or a section of the public; made for the purposes of advancing a political, religious, racial or ideological cause; and it involves or causes: serious violence against a person; serious damage to a property; a threat to a person's life; a serious risk to the health and safety of the public; or serious interference with or disruption to an electronic system.

What do we mean by the term radicalisation?

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism leading to terrorism.

There is no obvious profile of anyone likely to become involved in extremism or a single indicator of when a person might move to adopt violence in support of extremist ideas.

The process of radicalisation is different for every individual and can take place over an extended period or within a very short time frame.

What do we mean by the term prevention?

Prevention means reducing or eliminating the risk of individuals or groups becoming involved in terrorism. Prevent involves the identification and referral of those susceptible to violent extremism into appropriate interventions. These interventions are aimed to stop the vulnerable being radicalised.

Extremists will always target the vulnerable in a bid to spread their firmly held, but flawed, ideologies, but we must tackle them at source and prevent people being brainwashed into terrorism. For further information refer to:

www.gov.uk/government/uploads/system/uploads/attachment_data/file/396030/preventing-violent-extremism-systematic-review.pdf

Channel

Channel is a multi-agency process for identifying, referring and supporting a person at risk of radicalisation, focusing on early intervention and engagement. Through Channel we aim to:

- Identify people at risk of being drawn into terrorism
- Assess the nature and extent of that risk; and

- Develop the most appropriate support plan for the individual or individuals concerned

Participation in Channel is voluntary and can lead to a wide package of support, such as mentoring, life skills, therapies, housing support, and drug and alcohol support. This is delivered by agencies working together from across the children and adult's workforce, such as local authority, health, education, police, and voluntary and community organisations. Where the support needs can't be met through existing mainstream provision locally, the panel can access specialist support, including Channel intervention providers, approved by the Home Office.

Who can receive support through Channel?

Support through Channel may be appropriate for anyone who is vulnerable to being drawn into terrorism. This includes children or adults of any faith or ethnicity or background. The aim is to reach people before their vulnerabilities are exploited by those who want them to embrace terrorism and they are drawn into committing terrorist-related activity.

Channel is not suitable for anyone who you believe has, or is about to, commit a criminal offence. In this instance you should contact the police for an emergency response.

The DSL ensures that staff have adequate training that gives knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas that can be used to legitimise terrorism and are shared by terrorist groups. They are informed as to where and how to refer children and young people for further help. The school ensures pupils are kept safe from terrorist and extremist material when accessing the internet in school, by establishing appropriate levels of filtering.

Appendix 7 – Use of Mobile/Smart Phones and Cameras in EYFS

Westbourne House School recognises that mobile phones and cameras have the potential to be misused in certain contexts (misuse includes the taking and distribution of indecent images, exploitation and bullying). Therefore we have additional guidelines that must be adhered to in the EYFS:

Personal Mobile/Smart Phones:

- Parents and visitors are alerted to the fact that the EYFS is a mobile/smart phone free zone through clear signage to this effect. Visitors using a smartphone will not be allowed access to the premises until it is switched off and put away;
- Personal mobile/smart phone usage is kept to a minimum. Staff at the Nursery must only use their personal mobile/smart phones when on a break and only when in the Staff Room or, if appropriate, when off-site without pupils.
- Staff in Reception must ensure that mobile/smart phones are stowed away and out of the reach of pupils and must only be used in the Staff Room or in classrooms where no pupils are present and when the member of staff is not supervising pupils. Personal mobile/smart phones are never used by staff in any rooms occupied by pupils and staff are not permitted to use their mobile/smart phones to take photographs of children.
- All personal mobile/smart phones are kept securely in the Staff Room or in the Nursery and stowed away from the reach of pupils in the Reception classes, along with other personal belongings. All mobile/smart phones should be locked with a passcode so that the owner is the only person able to use the device;
- Members of staff ensure that the main telephone number of the School and Pre-Nursery and Nursery is known to immediate family should they need to be contacted in an emergency;
- In case of an emergency, EYFS staff take their mobile/smart phones when taking children off-site for trips or around the Westbourne House School site eg: swimming, Forest School etc. The making or receiving of personal calls is not permitted;
- Members of staff do not use their personal mobile/smart phones to take photographs of children on outings or trips. School cameras are to be used for this purpose. (See Photography section below)

Cameras and Use of Photographs:

- Members of staff are instructed not to bring their own camera into school. Staff are not permitted to use their own mobile camera phones to take photographs of pupils. They must use the School camera/iPod device instead;
- Photographs taken of children in the EYFS are taken for valid reasons: for the recording of curriculum activities in action, recording of the learning and development of pupils for observation records and profiles and for evidence for ISI

Inspections and for marketing purposes. We also use photographs for displays within the EYFS setting;

- The permission of parents and carers will always be sought before any images are used in outside promotional materials;
- Parents are reminded that photographing or recording of their own children at special events should not include other children, unless permission is sought from those parents;
- Parents are strongly advised not to place photos of other people's children on social media sites (e.g. Facebook) without the express permission of the parents concerned;
- Staff are aware of their data protection responsibilities and images are stored on-site in the Main Shared area for staff access only or on their school laptops which are password protected. No external access is available;
- Staff are discouraged from taking documents including photographs off-site. Should they do so, for example, for the purposes of working at home, they are aware that they must take precautions to ensure the security of any such documentation.

Appendix 8 – Managing allegations against other pupils (Peer on Peer Abuse)

At Westbourne House School we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's behaviour policy.

Introduction

DfE guidance Keeping Children Safe in Education (September 2018) says that "governing bodies should ensure that there are procedures in place to handle allegations against other children". The guidance also states the importance of minimising the risks of peer-on- peer abuse.

In most instances, the conduct of students towards each other will be covered by the school's behaviour policy. However some allegations might be of such a serious nature that they become safeguarding concerns. These allegations are most likely to include physical abuse, emotional abuse, sexual abuse and sexual exploitation; however we are aware that the abuse may take any form.

Prevention

At our school we will minimise the risk of allegations against other pupils by:

- Providing PHSE / Learning for Life as part of the curriculum, which will help students develop their understanding of acceptable behaviours, healthy relationships and keeping themselves safe.
- Having effective systems within our school for students to be able to raise concerns with staff, knowing they will be listened to, supported and valued, and that the issues they raise will be looked into and addressed
- Liaising and working with other professionals to develop robust risk assessments for pupils that are identified as posing a potential risk to other students
- Liaising with specialists to deliver appropriate targeted work to pupils identified as being at potential risk e.g. protective behaviours work.

Allegations against other pupils (safeguarding issues)

Allegations of abuse or that are a safeguarding concern maybe made against other students within our setting. These may include allegations of physical abuse, emotional abuse, sexual abuse and sexual exploitation.

Safeguarding concerns or reports of abuse in any form may be made against students in our setting

It may also be considered a safeguarding issue if the allegation:

- Is being made against an older pupil and refers to their behaviour towards a younger or more vulnerable pupil
- Is of a possible criminal nature
- Puts other pupils in the school at risk, or raises the risk factor for others
- Indicates that other pupils may have been harmed or be at risk or harm
- Includes bullying (under the definition of emotional abuse) or intimidation

Specific safeguarding issues against another student may include:

- Physical abuse:
    - Pre-planned violence
    - Physical altercations
    - Forcing other to carry out violence
    - Forcing others to use drugs, alcohol or other substances
- Emotional abuse:
    - Bullying
    - Threats and Intimidation
    - Blackmail/extortion
- Sexual abuse:
    - Sexual assault
    - Indecent exposure
    - Indecent touching
    - Showing pornography to others
    - Forcing others to create/share/download indecent images
    - Sexting (see full guidance)
- Sexual exploitation
    - Encouraging/enticing other pupils to engage in inappropriate sexual behaviour
    - Photographing or videoing other children performing indecent acts
    - Sharing images through social media

Procedure

- When an allegation is made by a pupil against another student, which is of a safeguarding nature it should be reported to the designated safeguarding lead (DSL) as soon as possible.
- A factual record must be kept (as normal safeguarding child protection procedures) and updated with all actions and outcomes
- The incident should not be investigated at this time

- The DSL will contact the MASH to discuss the case, and make a formal referral where appropriate
- If the allegation indicates that a potential crime has taken place the MASH will refer the case to the police
- Parents of both the alleged victim and the student being complained about should be informed, this should be discussed during the consultation with the MASH.
- A risk assessment will be considered at this time to protect all parties involved.
- It may be appropriate to exclude the alleged culprit against whom the report has been made for a fixed time in line with our school's behaviour policy and procedures.
- Police and social care will lead any investigation, however where neither police nor social care thresholds are met, our school will then undertake a thorough investigation following our school's policies and procedures.
- A risk assessment should be considered along with an appropriate supervision plan
- Support should be given to all student involved, and they should be involved in the relevant meetings and sign and agree to the plans that are set
- The plan should be monitored and review dates set

<u>If allegations made directly to other agencies</u>

In some circumstances parent or the alleged victims will report directly to other agencies. In these cases (if not police or social care) these agencies should make referrals to the MASH or the police.

MASH or police should liaise directly with the DSL for the school to inform them of the situation, or liaise with a member of the Local Authority Designated Officer (LADO) and schools safeguarding team who will contact the DSL with the information.

All professional involved can support with the risk assessment and management of such allegations

Appendix 9 – Part One: Safeguarding Information for all Staff (KCSIE)

Keeping Children Safe in Education – Part 1

Statutory guidance and information for schools and colleges
from the Department of Education – September 2018
(copy attached which includes Annex A)

Monitoring and review

The School will monitor the effectiveness of this whole policy and its compliance. This policy and its appendices will be kept up-to-date and amended to take account of legislative changes as and when they occur

Last Review Date	Next Review Date	Reviewer(s)
March 2019	August 2019	Designated Safeguarding Lead IENCo

Approved by:

Head on behalf of the school: .....

Chairman on behalf of the Governors: .....

Designated Safeguarding Lead: .....

Safeguarding Governor: .....

Date: 01/04/19

Department for Education

Keeping children safe in education

Statutory guidance for schools and colleges

Part 1: Information for all school and college staff

September 2018

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Summary

Keeping Children Safe in Education is statutory guidance that schools and colleges in England must have regard to it when carrying out their duties to safeguard and promote the welfare of children.

- Governing bodies of maintained schools (including maintained nursery schools) and colleges;
- Proprietors of independent schools (including academies, free schools and alternative provision academies) and non-maintained special schools. In the case of academies, free schools and alternative provision academies, the proprietor will be the academy trust; and
- Management committees of pupil referral units (PRUs)

are asked to ensure that **all staff** in their school or college **read** at least Part one of the guidance.

For ease of reference Part one is set out here as a standalone document.

Part one: Safeguarding information for all staff

What school and college staff should know and do

A child centred and coordinated approach to safeguarding

1. Schools and colleges and their staff are an important part of the wider safeguarding system for children. This system is described in statutory guidance Working Together to Safeguard Children.

2. Safeguarding and promoting the welfare of children is **everyone's** responsibility. **Everyone** who comes into contact with children and their families has a role to play. In order to fulfil this responsibility effectively, all practitioners should make sure their approach is child-centred. This means that they should consider, at all times, what is in the **best interests** of the child.

3. No single practitioner can have a full picture of a child's needs and circumstances. If children and families are to receive the right help at the right time, **everyone** who comes into contact with them has a role to play in identifying concerns, sharing information and taking prompt action.

4. Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:

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

5. Children includes everyone under the age of 18.

The role of school and college staff

6. School and college staff are particularly important as they are in a position to identify concerns early, provide help for children, and prevent concerns from escalating.

7. **All** staff have a responsibility to provide a safe environment in which children can learn and **all** staff should be prepared to identify children who may benefit from early

help.[1] Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years.

8. **Any staff member** who has a concern about a child's welfare should follow the referral processes set out in paragraphs 22-33. Staff should expect to support social workers and other agencies following any referral.

9. Every school and college should have a designated safeguarding lead who will provide support to staff to carry out their safeguarding duties and who will liaise closely with other services such as children's social care.

10. The designated safeguarding lead (and any deputies) are most likely to have a complete safeguarding picture and be the most appropriate person to advise on the response to safeguarding concerns.

11. The Teachers' Standards 2012 state that teachers (which includes headteachers) should safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties.[2]

What school and college staff need to know

12. **All** staff should be aware of systems within their school or college which support safeguarding and these should be explained to them as part of staff induction. This should include:

- the child protection policy;
- the behaviour policy;[3]
- the staff behaviour policy (sometimes called a code of conduct);
- the safeguarding response to children who go missing from education; and
- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

Copies of policies and a copy of Part one of this document should be provided to staff at induction.

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[1] Detailed information on early help can be found in Chapter 1 of Working Together to Safeguard Children.
[2] The Teachers' Standards apply to: trainees working towards QTS; all teachers completing their statutory induction period (newly qualified teachers [NQTs]); and teachers in maintained schools, including maintained special schools, who are subject to the Education (School Teachers' Appraisal) (England) Regulations 2012.
[3] All schools are required to have a behaviour policy (full details are here). If a college chooses to have a behaviour policy it should be provided to staff as described above.

13. **All** staff should receive appropriate safeguarding and child protection training which is regularly updated. In addition, all staff should receive safeguarding and child protection updates (for example, via email, e-bulletins and staff meetings), as required, and at least annually, to provide them with relevant skills and knowledge to safeguard children effectively.

14. **All** staff should be aware of their local early help[4] process and understand their role in it.

15. **All** staff should 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.[5]

16. **All** staff should know what to do if a child tells them he/she is being abused or neglected. Staff should know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the designated safeguarding lead (or a deputy) and children's social care. Staff should never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

What school and college staff should look out for

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

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

[4] Detailed information on early help can be found in Chapter 1 of Working Together to Safeguard Children.
[5] More information on statutory assessments is included at paragraph 28. Detailed information on statutory assessments can be found in Chapter 1 of Working Together to Safeguard Children.

- has returned home to their family from care
- is a privately fostered child

18. **All** staff should be aware of indicators of abuse and neglect so that they are able to identify cases of children who may be in need of help or protection. Indicators of abuse and neglect, and examples of safeguarding issues are described in paragraphs 41-51.

19. Departmental advice What to Do if You Are Worried a Child is Being Abused - Advice for Practitioners provides more information on understanding and identifying abuse and neglect. Examples of potential indicators of abuse and neglect are highlighted throughout the advice and will be particularly helpful for school and college staff. The NSPCC website also provides useful additional information on abuse and neglect and what to look out for.

20. Staff working with children are advised to maintain an attitude of **'it could happen here'** where safeguarding is concerned. When concerned about the welfare of a child, staff should always act in the **best** interests of the child.

21. Knowing what to look for is vital to the early identification of abuse and neglect. If staff are unsure, they should **always** speak to the designated safeguarding lead (or deputy).

What school and college staff should do if they have concerns about a child

22. If staff have **any concerns** about a child's welfare, they should act on them immediately. See page 13 for a flow chart setting out the process for staff when they have concerns about a child.

23. If staff have a concern, they should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy).

24. Options will then include:

- managing any support for the child internally via the school's or college's own pastoral support processes;
- an early help assessment;[6] or

[6] Further information on early help assessments, provision of early help services and accessing services is in Chapter 1 of Working Together to Safeguard Children.

- a referral for statutory services,[7] for example as the child might be in need, is in need or suffering or likely to suffer harm.

25. The designated safeguarding lead or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the designated safeguarding lead (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from local children's social care. In these circumstances, any action taken should be shared with the designated safeguarding lead (or deputy) as soon as is practically possible.

26. Staff should not assume a colleague or another professional will take action and share information that might be critical in keeping children safe. They should be mindful that early information sharing is vital for effective identification, assessment and allocation of appropriate service provision. Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers supports staff who have to make decisions about sharing information. This advice includes the seven golden rules for sharing information and considerations with regard to the Data Protection Act 2018 and General Data Protection Regulation (GDPR). If in any doubt about sharing information, staff should speak to the designated safeguarding lead or a deputy. Fears about sharing information **must not** be allowed to stand in the way of the need to promote the welfare, and protect the safety, of children.

Early help

27. If early help is appropriate, the designated safeguarding lead (or deputy) will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals 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.

[7] Chapter 1 of Working Together to Safeguard Children sets out that the safeguarding partners should publish a threshold document that should include the criteria, including the level of need, for when a case should be referred to local authority children's social care for assessment and for statutory services under section 17 and 47.
Local authorities, with their partners, should develop and publish local protocols for assessment. A local protocol should set out clear arrangements for how cases will be managed once a child is referred into local authority children's social care.

Statutory assessments

28. **Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.** Referrals should follow the local referral process.

Children in need

A child in need is defined under the Children Act 1989 as a child who is unlikely to achieve or maintain a reasonable level of health or development, or whose health and development is likely to be significantly or further impaired, without the provision of services; or a child who is disabled. 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.

Children suffering or likely to suffer significant harm

Local authorities, with the help of other organisations as appropriate, have a duty to make enquires under section 47 of the Children Act 1989 if they have reasonable cause to suspect that a child is suffering, or is likely to suffer, significant harm. Such enquiries enable them to decide whether they should take any action to safeguard and promote the child's welfare and must be initiated where there are concerns about maltreatment, including all forms of abuse and neglect, female genital mutilation or other so-called honour based violence, and extra-familial threats like radicalisation and sexual exploitation.

29. The online tool Report Child Abuse to Your Local Council directs to the relevant local children's social care contact number.

What will the local authority do?

30. Within one working day of a referral being made, a local authority social worker should acknowledge receipt to the referrer and make a decision about the next steps and the type of response that is required This will include determining whether:

- the child requires immediate protection and urgent action is required
- the child is in need, and should be assessed under section 17 of the Children Act 1989
- there is reasonable cause to suspect the child is suffering or likely to suffer significant harm, and whether enquiries must be made and the child assessed under section 47 of the Children Act 1989
- any services are required by the child and family and what type of services
- further specialist assessments are required to help the local authority to decide what further action to take
- to see the child as soon as possible if the decision is taken that the referral requires further assessment.

31. The referrer should follow up if this information is not forthcoming.

32. If social workers decide to carry out a statutory assessment, staff should do everything they can to support that assessment (supported by the designated safeguarding lead (or deputy) as required).

33. If, after a referral, the child's situation does not appear to be improving, the referrer should consider following local escalation procedures to ensure their concerns have been addressed and, most importantly, that the child's situation improves.

Female Genital Mutilation mandatory reporting duty for teachers

34. 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.**[8] 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. **See Annex A** for further details.

Record keeping

35. All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

Why is all of this important?

36. It is important for children to receive the right help at the right time to address risks and prevent issues escalating. Research and serious case reviews have repeatedly shown the dangers of failing to take effective action.[9] Examples of poor practice include:

- failing to act on and refer the early signs of abuse and neglect;
- poor record keeping;
- failing to listen to the views of the child;
- failing to re-assess concerns when situations do not improve;
- not sharing information;
- sharing information too slowly; and
- a lack of challenge to those who appear not to be taking action.

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[8] Under Section 5B(11) (a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

[9] An analysis of serious case reviews can be found at Serious case reviews, 2011 to 2014.

What school and college staff should do if they have concerns about another staff member who may pose a risk of harm to children

37. If staff have safeguarding concerns, or an allegation is made about another member of staff (including volunteers) posing a risk of harm to children, then:

- this should be referred to the headteacher or principal;
- where there are concerns/allegations about the headteacher or principal, this should be referred to the chair of governors, chair of the management committee or proprietor of an independent school; and
- in the event of concerns/allegations about the headteacher, where the headteacher is also the sole proprietor of an independent school, allegations should be reported directly to the designated officer(s) at the local authority. (Further details can be found in Part four of this guidance).

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

38. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school's or college's safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.

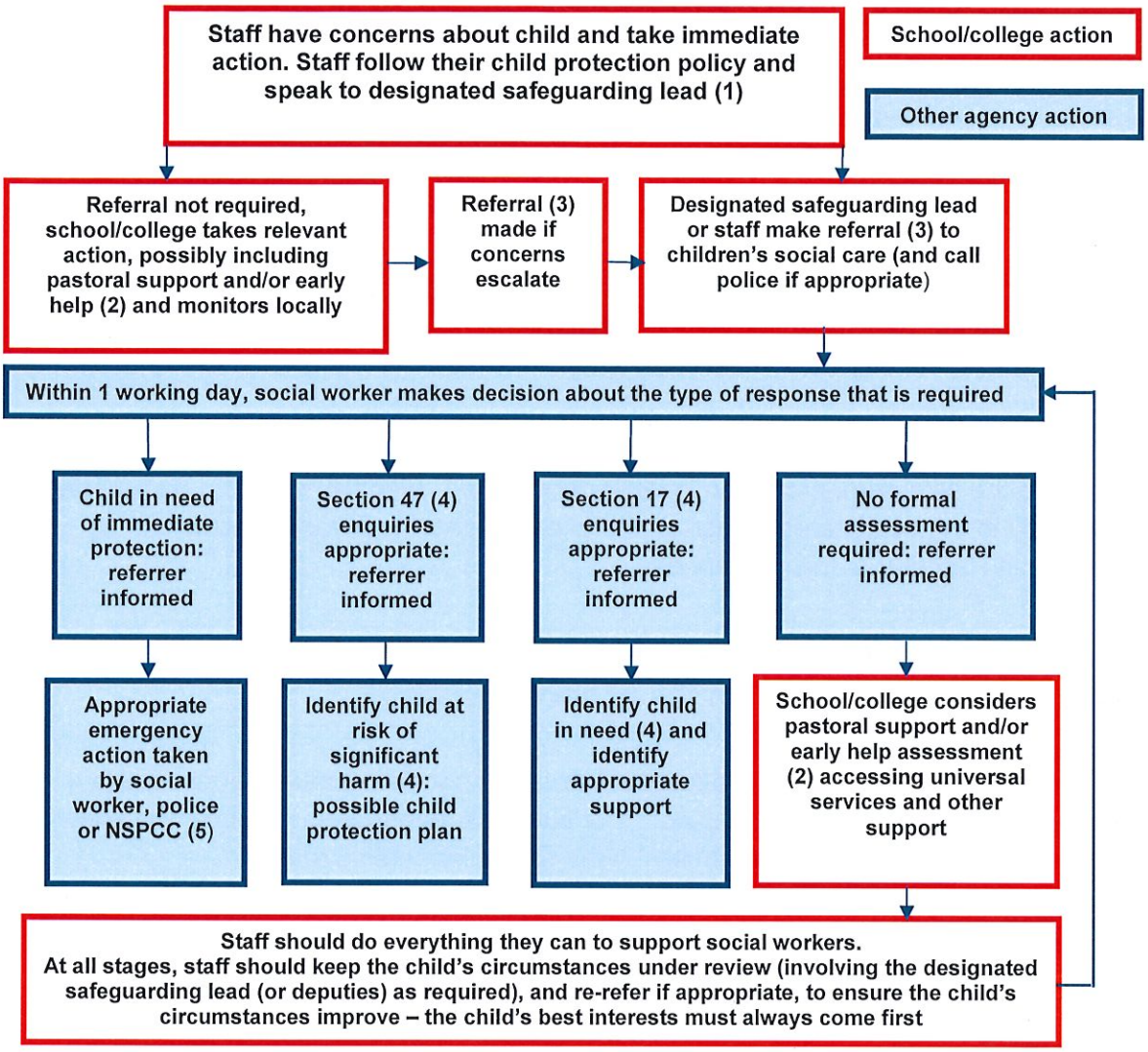
39. Appropriate whistleblowing procedures, should be put in place for such concerns to be raised with the school's or college's senior leadership team.

40. Where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them:

- General guidance on whistleblowing can be found via: Advice on Whistleblowing.
- The NSPCC whistleblowing helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failures internally or have concerns about the way a concern is being handled by their school or college. Staff can call 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and email: help@nspcc.org.uk[10]

[10] Alternatively, staff can write to: National Society for the Prevention of Cruelty to Children (NSPCC), Weston House, 42 Curtain, Road, London EC2A 3NH.

Actions where there are concerns about a child



(1) In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

(2) 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 co-ordinated 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.

(3) 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.

(4) 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.

(5) This could include applying for an Emergency Protection Order (EPO).

Indicators of abuse and neglect

41. All school and college 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.

42. **Abuse**: a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. 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.

43. **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.

44. **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.

45. **Sexual abuse**: involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse. Sexual abuse can take place online, and technology can be used to facilitate offline abuse. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. The sexual abuse of children by other children is a specific safeguarding issue in education (see paragraph 48).

46. **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.

Specific safeguarding issues

47. **All** staff should have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting (also known as youth produced sexual imagery) put children in danger.

48. **All** staff should be aware that safeguarding issues can manifest themselves via peer on peer abuse. This is most likely to include, but may not be limited to:

- bullying (including cyberbullying);
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm;
- sexual violence and sexual harassment;
- sexting (also known as youth produced sexual imagery); and
- initiation/hazing type violence and rituals.

49. **All** staff should be clear as to the school's or college's policy and procedures with regards to peer on peer abuse.

50. Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school or college. All staff, but especially the designated safeguarding lead (and deputies) should be considering the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare. Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Additional information regarding contextual safeguarding is available here: Contextual Safeguarding.

51. **Annex A** contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read the annex.

Annex A: Further information

Annex A contains important additional information about specific forms of abuse and safeguarding issues. School and college leaders and those staff who work directly with children should read this annex.

As per Part 1 of this guidance, if staff have any concerns about a child's welfare, they should act on them immediately. They should follow their own organisation's child protection policy and speak to the designated safeguarding lead (or deputy).

Where a child is suffering, or is likely to suffer from harm, it is important that a referral to children's social care (and if appropriate the police) is made immediately.

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Children and the court system

Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds.

The guides explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

Children missing from education

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

Children with family members in prison

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

Child sexual exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation

does not always involve physical contact: it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:

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

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

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

Child criminal exploitation: county lines

Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of

transporting drugs and a referral to the National Referral Mechanism[11] should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

Domestic abuse

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

Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- emotional

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

Advice on identifying children who are affected by domestic abuse and how they can be helped is available at:

[11] national crime agency human-trafficking

NSPCC- UK domestic-abuse Signs Symptoms Effects

Refuge what is domestic violence/effects of domestic violence on children

Safelives: young people and domestic abuse

Homelessness

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

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

In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation: here.

So-called 'honour-based' violence

So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a

wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

Actions

If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers**[12] that requires a different approach (see following section).

FGM

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

FGM mandatory reporting duty for teachers

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

[12] Under Section 5B(11)(a) of the Female Genital Mutilation Act 2003, "teacher" means, in relation to England, a person within section 141A(1) of the Education Act 2002 (persons employed or engaged to carry out teaching work at schools and other institutions in England).

Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out.[13] Unless the teacher has good reason not to, they should still consider and discuss any such case with the school's or college's designated safeguarding lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: FGM Fact Sheet.

Forced marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.

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

Preventing radicalisation

Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

Extremism[14] is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the

[13] Section 5B(6) of the Female Genital Mutilation Act 2003 states teachers need not report a case to the police if they have reason to believe that another teacher has already reported the case.
[14] As defined in the Government's Counter Extremism Strategy.

armed forces. Radicalisation[15] refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet).

However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

The Prevent duty

All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard[16] to the need to prevent people from being drawn into terrorism".[17] This duty is known as the Prevent duty.

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

Additional support

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

[15] As defined in the Revised Prevent Duty Guidance for England and Wales.
[16] According to the Prevent duty guidance 'having due regard' means that the authorities should place an appropriate amount of weight on the need to prevent people being drawn into terrorism when they consider all the other factors relevant to how they carry out their usual functions.
[17] "Terrorism" for these purposes has the same meaning as for the Terrorism Act 2000 (section 1(1) to (4) of that Act).

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

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

Channel

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

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

Peer on peer abuse

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

Sexual violence and sexual harassment between children in schools and colleges

Context

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

Children who are victims of sexual violence and sexual harassment will likely find the

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

Staff should be aware of the importance of:

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

What is Sexual violence and sexual harassment?

Sexual violence

It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003[18] as described below:

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

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

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

[18] Legislation.gov.uk

What is consent?[19] Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g.to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.[20]

Sexual harassment

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

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence.[21] It may include:

    - non-consensual sharing of sexual images and videos;
    - sexualised online bullying;
    - unwanted sexual comments and messages, including, on social media; and
    - sexual exploitation; coercion and threats

The response to a report of sexual violence or sexual harassment

The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by

[19] It is important school and college staff (and especially designated safeguarding leads and their deputies) understand consent. This will be especially important if a child is reporting they have been raped. More information: here

[20] PSHE Teaching about consent from the PSHE association provides advice and lesson plans to teach consent at Key stage 3 and 4.

[21] Project deSHAME from Childnet provides useful research, advice and resources regarding online sexual harassment.

reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

If staff have a concern about a child or a child makes a report to them, they should follow the referral process as set out from paragraph 22 in Part 1 of this guidance. As is always the case, if staff are in any doubt as to what to do they should speak to the designated safeguarding lead (or a deputy).

Additional advice and support

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
Abuse	What to do if you're worried a child is being abused	DfE advice
	Domestic abuse: Various Information/Guidance	Home Office
	Faith based abuse: National Action Plan	DfE advice
	Relationship abuse: disrespect nobody	Home Office website
Bullying	Preventing bullying including cyberbullying	DfE advice
Children and the courts	Advice for 5-11-year olds witnesses in criminal courts	MoJ advice
	Advice for 12-17 year old witnesses in criminal courts	MoJ advice
Children missing from education, home or care	Children missing education	DfE statutory guidance
	Child missing from home or care	DfE statutory guidance
	Children and adults missing strategy	Home Office strategy
Children with family members in prison	National Information Centre on Children of Offenders	Barnardo's in partnership with Her Majesty's Prison and Probation Service (HMPPS) advice
Child Exploitation	County Lines: criminal exploitation of children and vulnerable adults	Home Office guidance
	Child sexual exploitation: guide for practitioners	DfE
	Trafficking: safeguarding children	DfE and HO guidance
Drugs	Drugs: advice for schools	DfE and ACPO advice
	Drug strategy 2017	Home Office strategy
	Information and advice on drugs	Talk to Frank website

Abuse or Safeguarding issue	Link to Guidance/Advice	Source
	ADEPIS platform sharing information and resources for schools: covering drug (& alcohol) prevention	Website developed by Mentor UK
"Honour Based Violence" (so called)	Female genital mutilation: information and resources	Home Office
	Female genital mutilation: multi agency statutory guidance	DfE, DH, and HO statutory guidance
	Forced marriage: information and practice guidelines	Foreign Commonwealth Office and Home Office
Health and Well-being	Fabricated or induced illness: safeguarding children	DfE, Department for Health and Home Office
	Rise Above: Free PSHE resources on health, wellbeing and resilience	Public Health England resources
	Medical-conditions: supporting pupils at school	DfE statutory guidance
	Mental health and behaviour	DfE advice
Homelessness	Homelessness: How local authorities should exercise their functions	HCLG
Online	Sexting: responding to incidents and safeguarding children	UK Council for Child Internet Safety
Private fostering	Private fostering: local authorities	DfE - statutory guidance
Radicalisation	Prevent duty guidance	Home Office guidance
	Prevent duty advice for schools	DfE advice
	Educate Against Hate Website	DfE and Home Office
Violence	Gangs and youth violence: for schools and colleges	Home Office advice
	Ending violence against women and girls 2016-2020 strategy	Home Office strategy
	Violence against women and girls: national statement of expectations for victims	Home Office guidance
	Sexual violence and sexual harassment between children in schools and colleges	DfE advice
	Serious violence strategy	Home Office Strategy

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