Summary of changes – June 2016:

The model policy has been revised to reflect these changes to the statutory guidance as outlined below.

Section	Changes
Throughout	All references to 'Keeping Children Safe in Education: Statutory Guidance for Educational establishments and Colleges March 2015' have been removed and replaced with reference to 'Keeping Children Safe in Education: Statutory Guidance for Educational establishments and Colleges, September 2016'.
3.3	New sub-section added: If your educational establishment or college has adults 18 years or above as learners, please refer to the Sussex Safeguarding Adults Policy and Procedures available at: https://new.eastsussex.gov.uk/socialcare/worried/safeguarding/what/
5.1	Amended to include role of designated teacher and liaison with Virtual Educational establishment Head.
6.3	Updated to include sentence on early help and safeguarding issues of children with disabilities and SEN
7.4	Updated to include best interests of children
8.1	Updated to reflect wording in Part 1 of KCSIE September 2016
9.2	Amended to include the requirement to check the identity of agency workers
10.1	Updated to include reading of KCSIE September 2016 Annex A and to include the importance that staff are supported in understanding the difference between safeguarding and immediate danger.
10.4	Whole educational establishment training updated as should now be annual.
14.2	Amended to include details of NSPCC whistleblowing helpline
10.8	Was formerly 10.9
18	'Preventing Extremism and Radicalisation Safeguarding Policy' added
In appendix A	
1.4	Amended to include monitoring of early help cases
1.5	Added to include referral to Channel
4.1	Amended to include requirement for DSL to update knowledge and skills annually and Prevent requirements
5.3	Amended to reflect requirements for updates
In Appendix B	
2.1	Amended to include cyberbullying
2.4	Amended to include women and other children as possible perpetrators
3.1	Amended to include children who harm other children
3.2	Child missing from education Child missing from home or care E-safety all added
3.3	New section on Child Missing from Education
3.4	Child Sexual Exploitation revised (was previously 3.3)
3.5	New section on Domestic Violence
3.6	New section on e-safety including requirement for appropriate filtering and monitoring system.
3.7	Female Genital Mutilation revised (was previously 3.4)
3.8	New section on Forced Marriage
3.11	New section on Sexting
4.5	Amended to include recognition of issues in abuse of pupils with SEN or disabilities
5.2	Amended to include consideration of gender issues when responding to peer-on-peer abuse allegations
5.4	Amended to include additional strategies for responding to peer-on-peer abuse
7	What Action to Take if You Have Concerns About a child chart revised to reflect new procedures for referral to Single Point of Advice
10	Early Help section amended to reflect the change in targeted services
In Appendix C	Flowchart revised to reflect change that initial contact should be made with Single Point of Advice and not LADO

Child Protection and Safeguarding Policy

And Procedure

(including Managing Allegations & E Safety)

Step by Step School

This policy was adopted on 8.5.17

Key contacts

Role	Name	Contact details
Designated Safeguarding Lead	Faye Palmer	
Deputy Designated Safeguarding Lead	Charlotte Cochrane	
Designated Safeguarding Officer	Sam Matthews & Bekah Bulmer/Olivia Kurzeja	
Nominated governor for safeguarding and child protection	Hilary Dobbie	
Chair of governors	Stuart King	
Local Authority Designated Officer (LADO)	Amanda Glover	07825 782793
Referrals into Early Help and Social Care	Single Point of Advice	01323 464222 0-19.SPoA@eastsussex.gov.uk
	Emergency Duty Service – after hours, weekends and public holidays	01273 335906 01273 335905

Child Protection and Safeguarding Policy

1 INTRODUCTION

Step by Step is an independent special school for pupils with autism and related developmental disorders. At Step by Step we aim to provide a safe, secure and supportive environment for all members of our school community but most especially our pupils. Our pupils may not always possess the communication skills that enable them to discuss or disclose incidents that upset or frighten them. It is of the utmost importance therefore that we create a sensitive, proactive environment in which pupils' parents and staff members are secure and confident in the agreed procedures that put pupils' safety first.

Child abuse occurs in all groups within society, across all cultural, ethnic and religious communities and all socio-economic groups.

We recognise that children with disabilities or additional needs may be more vulnerable to abuse. With this in mind, it is essential that our staff members understand Autism and how our pupils communicate, they know each pupil as an individual and that they build positive and trusting relationships with the pupils they work with.

Our staff and volunteers have important roles to play in safeguarding and promoting the wellbeing of the pupils.

We also expect staff to be vigilant about the following, particularly for pupils from communities which are known to be most at risk:

- Female genital mutilation (FGM)
- Extremism
- E-safety
- Radicalisation

Whilst our pupils are deemed to be at low-risk of being exposed to or affected by the above, we have a duty to prevent them coming to harm as a result of any of them. IN the event of any indications that a pupil may be at risk of any of the above, staff need to take timely and appropriate action by informing their immediate supervisor and the Designated Safeguarding Lead.

The following measures are taken:

- All staff completes Educare training in:
    - Prevent Duty
    - Child Sexual Exploitation
    - Online Safety
- An annual Extremism Risk Assessment is conducted (see Audit)
- Staff follow E- Safety guidelines (see Appendix 3)

In respect of these issues, please refer to pages 14-17 of Keeping Children Safe in Education (July 2016) for further information.

Our pupils' welfare is our paramount concern. The governing body will ensure that our educational establishment will safeguard and promote the welfare of pupils and work together with other agencies to ensure that our educational establishment has adequate arrangements to identify, assess and support those children who are suffering or likely to suffer harm.

2 OUR ETHOS

2.1 We believe that our educational establishment should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

2.2 We recognise the importance of providing an environment within our educational establishment that will help children feel safe and respected. We recognise the importance of enabling children to talk openly and to feel confident that they will be listened to.

2.3 We recognise that all adults within the educational establishment, including permanent and temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm.

2.4 We will work with parents to build an understanding of the educational establishment's responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

Operational Guidelines for good practice within school and offsite activities

As far as is practically possible, there should usually be more than one adult with a pupil in any room at any time. Each situation will be risk assessed on an individual basis.

New members of staff must not work unsupervised with any pupils or take pupils to the toilet until full DBS clearance has been received.

When pupils require intimate personal care with toileting or washing, two staff members should be present; otherwise one staff member supervising is sufficient. If pupils are fully independent with all aspects of toileting and washing, then no direct supervision is required.

Outside of school, no staff member will have any contact with pupils unless agreed and approved by the School Director.

When planning trips, work experience and college placements, safeguarding policies are requested and kept on record. For establishments that do not have a safeguarding policy the 1:1 staff ratio is sufficient.

As far as is practically possible, for offsite activities no one member of staff should take any pupil offsite. There should usually be more than one member of staff on any offsite trip. An exception to this will be when the pupil is working on a specific programme and a full risk assessment of their behaviour has been carried out and approved by staff and parents.

As far as is practically possible, if pupils are travelling in staff cars, there should be more than one adult in each car.

3 SCOPE

3.1 In line with the law, this policy defines a child as anyone under the age of 18 years.

3.2 This policy applies to all members of staff in our educational establishment, including all permanent, temporary and support staff, governors, volunteers, contractors and external service or activity providers.

3.3 If your educational establishment or college has adults 18 years or above as learners, please refer to the Sussex Safeguarding Adults Policy and Procedures available at: https://new.eastsussex.gov.uk/socialcare/worried/safeguarding/what/

4 THE LEGAL FRAMEWORK

4.1 Section 175 of the Education Act 2002 places a duty on governing bodies of maintained educational establishments and further education institutions (including sixth-form colleges) to make arrangements for ensuring that their functions relating to the conduct of the educational establishment are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the educational establishment. Section 157 of the same Act places a similar duty on non-maintained and independent educational establishments, including free educational establishments and academies.

4.2 Under section 10 of the Children Act 2004, all maintained educational establishments, further education colleges and independent educational establishments, including free educational establishments and academies, are required to cooperate with the local authority to improve the well-being of children in the local authority area.

4.3 Under section 14B of the Children Act 2004, the Local Safeguarding Children Board can require a educational establishment or further education institution to supply information in order to perform its functions. This must be complied with.

4.4 This policy and the accompanying procedure have been developed in accordance with the following statutory guidance and local safeguarding procedures:

- *Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children, March 2015*
- *Keeping Children Safe in Education: Statutory Guidance for Educational establishments and Colleges, September 2016*
- *Pan-Sussex Child Protection and Safeguarding Procedures - https://sussexchildprotection.procedures.org.uk/page/contents*

5 ROLES AND RESPONSIBILITIES

5.1 The educational establishment's lead person with overall responsibility for child protection and safeguarding is the **DSL**. We have one deputy DSL and two designated safe guarding persons to ensure there is appropriate cover for this role at all times. The DSL's responsibilities are described in Appendix A.

The DSL will be on our educational establishment's leadership team and their role of DSL will be explicit in their job description. This person should have the appropriate authority and be 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 DSL's lead responsibility will not be delegated.

The educational establishment has a **Designated Teacher**, also the DSL who is responsible for promoting the educational achievement of children who are looked after and who will work with the Virtual Educational Establishment Head to discuss how available funding can be best used to support the progress of looked after children and meet the needs identified in the child's personal education plan.

5.2 The educational establishment has a **nominated governor** responsible for safeguarding to champion good practice, to liaise with the DSL and to provide information and reports to the governing body.

5.3 The **case manager for dealing with allegations** of abuse made against educational establishment staff members is the School Director. The case manager for dealing with allegations against the School Director is the chair of governors. The procedure for managing allegations is detailed in Appendix B.

5.4 The **School Director** will ensure that the policies and procedures adopted by the governing body are fully implemented and sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities.

5.5 The **governing body** is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the educational establishment's ethos and reflected in the educational establishment's day-to-day practice.

5.6 **All staff members, governors, volunteers and external providers** know how to recognise signs and symptoms of abuse, how to respond to pupils who disclose abuse and what to do if they are concerned about a child.

6 SUPPORTING CHILDREN

6.1 We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helpless, humiliated and some sense of blame. Our educational establishment may be the only stable, secure and predictable element in their lives.

6.2 We accept that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.

6.3 Our educational establishment will support all pupils by:

- ensuring the content of the curriculum includes social and emotional aspects of learning;
- ensuring a comprehensive curriculum response to e-safety, enabling children and parents to learn about the risks of new technologies and social media and to use these responsibly;
- ensuring that child protection is included in the curriculum to help children stay safe, recognise when they do not feel safe and identify who they might or can talk to;
- providing pupils with a number of appropriate adults to approach if they are in difficulties;
- supporting the child's development in ways that will foster security, confidence and independence;
- encouraging development of self-esteem and self-assertiveness while not condoning aggression or bullying;
- ensuring repeated hate incidents, e.g. racist, homophobic or gender- or disability-based bullying, are considered under child protection procedures;
- liaising and working together with other support services and those agencies involved in safeguarding children; and
- monitoring children who have been identified as having welfare or protection concerns and providing appropriate support.
- ensuring that all staff are aware of the early help process, and understand their role in it, including acting as the lead professional where appropriate.
- ensuring that all staff understand the additional safeguarding issues of children with special educational needs and disabilities and how to address them
- monitoring attendance patterns and reviewing and responding to them as part of welfare and protection procedures

7 CHILD PROTECTION AND SAFEGUARDING PROCEDURE

7.1 We have developed a structured procedure in line with *Pan-Sussex Child Protection and Safeguarding Procedures* - *https://sussexchildprotection.procedures.org.uk/page/contents* which will be followed by all members of the educational establishment community in cases of suspected abuse. This is detailed in Appendix B.

7.2 In line with the procedures, the Children's Social Care Single Point (SPoA) of Advice will be notified as soon as there is a significant concern.

7.3 The name of the DSL will be clearly advertised in the educational establishment, with a statement explaining the educational establishment's role in referring and monitoring cases of suspected abuse.

7.4 We will ensure all parents and carers are aware of the responsibilities of staff members to safeguard and promote the welfare of children and act in the best interests of children by publishing the policy and procedures on our website and by referring to them in our introductory educational establishment materials.

8 RECORD KEEPING

8.1 All child protection and welfare concerns, discussions and decisions made will be recorded in writing and kept in line with the East Sussex Local Safeguarding Children Board guidance *Keeping Records of Child Protection and Welfare Concerns: Guidance for Early Years Settings, Educational establishments and Colleges January 2014*.

8.2 We will continue to support any pupil leaving the educational establishment about whom there have been concerns by ensuring that all appropriate information, including child protection and welfare concerns, is forwarded under confidential cover to the pupil's new educational establishment as a matter of priority.

9 SAFER WORKFORCE AND MANAGING ALLEGATIONS AGAINST STAFF AND VOLUNTEERS

9.1 We will prevent people who pose risks to children from working in our educational establishment by ensuring that all individuals working in any capacity at our educational establishment have been subjected to safeguarding checks in line with the statutory guidance *Keeping Children Safe in Education: Statutory Guidance for Educational establishments and Colleges, September 2016.*

9.2 We do not use agencies and third parties to supply staff.

9.3 Every job description and person specification will have a clear statement about the safeguarding responsibilities of the post holder.

9.4 We will ensure that at least one member of every interview panel has completed safer recruitment training.

9.5 We have a procedure in place to handle allegations against members of staff and volunteers in line with *Keeping Children Safe in Education: Statutory Guidance for Educational establishments and Colleges, September 2016.* This procedure is detailed in Appendix B.

9.6 With effect from December 2016 references are sought for independent governors.

10 STAFF INDUCTION, TRAINING AND DEVELOPMENT

10.1 All new members of staff, including newly-qualified teachers and teaching assistants, will be given induction that includes basic child protection training on how to recognise signs of abuse, how to respond to any concerns, e-safety and familiarisation with the safeguarding and child protection policy, staff code of conduct, Keeping Children Safe in Education: Statutory Guidance for Educational establishments and Colleges, Part One, and Annex A Further Information September 2016, and other related policies. We will ensure that staff understand the difference between a safeguarding concern and a child in immediate danger or at risk of significant harm. All staff members are required to read and sign a Code of Conduct which forms part of the staff handbook.

10.2 The induction will be proportionate to staff members' roles and responsibilities and will include Educare Child Protection awareness, Child exploitation and online safety and Prevent Duty training.

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

10.4 All staff members of the educational establishment will receive appropriate safeguarding and child protection training (whole-educational establishment training) which is regularly updated. The DSL will provide briefings to the educational establishment on any changes to child protection legislation and procedures and relevant learning from local and national serious case reviews as required, but at least annually. All governors must undergo specific online awareness training at least every year.

10.5 Staff members who miss whole-educational establishment training will be required to undertake other relevant training to make up for it, e.g. by joining another educational establishment's whole-educational establishment training.

10.6 The nominated governor for safeguarding and child protection will attend Governor Services training prior to or soon after appointment to the role; this training will be updated every three years.

10.7 We do not use agencies and third parties to supply staff.

10.8 The educational establishment will maintain accurate records of staff induction and on-going training.

11 CONFIDENTIALITY, CONSENT AND INFORMATION SHARING

11.1 We recognise that all matters relating to child protection are confidential.

11.2 The School Director or the DSL will disclose any information about a pupil to other members of staff on a need-to-know basis, and in the best interests of the child.

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

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

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

11.6 We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent. This is covered in greater detail in Appendix B.

12 INTER-AGENCY WORKING

12.1 We will develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the police and Children's Social Care.

12.2 We will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups, to consider individual children.

12.3 We will participate in serious case reviews, other reviews and file audits as and when required to do so by the East Sussex Local Safeguarding Children Board. We will ensure that we have a clear process for gathering the evidence required for reviews and audits, embedding recommendations into practice and completing required actions within agreed timescales.

13 CONTRACTORS, SERVICE AND ACTIVITY PROVIDERS AND WORK PLACEMENT PROVIDERS

13.1 We will ensure that contractors and providers are aware of our educational establishment's safeguarding and child protection policy and procedures. We will require that employees and volunteers provided by these organisations use our procedure to report concerns.

13.2 We will seek assurance that employees and volunteers provided by these organisations and working with our children have been subjected to the appropriate level of safeguarding check in line with *Keeping Children Safe in Education: Statutory Guidance for Educational establishments and Colleges, September 2016.* If assurance is not obtained, permission to work with our children or use our educational establishment premises may be refused.

13.3 When we commission services from other organisations, we will ensure that compliance with our policy and procedures is a contractual requirement.

14 WHISTLE-BLOWING AND COMPLAINTS

14.1 We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so.

14.2 We will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude

or actions of colleagues. If necessary, they will speak with the School Director, the chair of the governing body or with the Local Authority Designated Officer. Should staff not feel able to raise concerns they can call the NSPCC whistleblowing helpline on 0800 028 0285.

14.3 We have a clear reporting procedure for children, parents and other people to report concerns or complaints, including abusive or poor practice.

14.4 We will actively seek the views of children, parents and carers and staff members on our child protection arrangements through surveys, questionnaires and other means.

15 SITE SECURITY

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

15.2 We check the identity of all visitors and volunteers coming into educational establishment. Visitors are expected to sign in and out in the office visitors' log and to display a visitor's badge while on the educational establishment site. Any individual who is not known or identifiable will be challenged for clarification and reassurance.

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

16 QUALITY ASSURANCE

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

16.2 We will complete an audit of the educational establishment's safeguarding arrangements at frequencies specified by the East Sussex Local Safeguarding Children Board and using the audit tool provided by them for this purpose.

16.3 The educational establishment's senior management and the governing body will ensure that action is taken to remedy without delay any deficiencies and weaknesses identified in child protection arrangements.

17 POLICY REVIEW

17.1 This policy and the procedures will be reviewed every academic year. All other linked policies will be reviewed in line with the policy review cycle.

17.2 The DSL will ensure that staff members are made aware of any amendments to policies and procedures.

18 LINKED POLICES AND PROCEDURES

18.1 The following policies and procedures are relevant for the child protection and safeguarding policy and procedure.

- Administration of Medicines Policy
- Anti-Bullying Policy
- Attendance Policy (see Parent Handbook)
- Behaviour Policy
- Children Missing from Education Policy and Procedures
- Complaints procedure
- Drug and Alcohol Education Policy (see Curriculum Policy. PSHE)
- E-safety Policy (see guidelines, appendix 3)
- Equalities Policy
- Health and Safety Policy and other linked policies and risk assessments
- ICT Acceptable Use Policy (see Staff Code of Conduct)
- Offsite Activities and Educational Visits Policy and risk assessments
- Physical Education and Sports Guidance (see Curriculum Policy)
- Physical Intervention Policy and Guidance
- Premises Inspection Checklist
- Preventing Extremism and Radicalisation Safeguarding Policy (see Safeguarding Policy)
- PSHE Policy (see Curriculum Policy)
- Pupil Images Policy (see Data Protection Policy)
- Recruitment and Selection Policy and procedures (see Safeguarding Policy)
- Teachers' Standards, Department for Education guidance available on GOV.UK website
- Sex and Relationship Education Policy
- Social Media Policy (see Code of Conduct)
- Spiritual, Moral, Social and Cultural Development Policy
- Staff code of conduct/behaviour policy
- Work Experience Handbook (see Off-site visits)

APPENDIX A

The role of the Designated Safeguarding Lead

1 MANAGING REFERRALS

1.1 Refer all cases of suspected abuse to the placing Authority and to the Police if a crime may have been committed.

1.2 Liaise with the School Director about safeguarding issues relating to individual children, especially ongoing enquiries under section 47 of the Children Act 1989.

1.3 Act as a source of support, advice and expertise to staff members on matters of child protection and safeguarding.

1.4 Liaise with agencies providing early help services and coordinate referrals from the educational establishment to targeted early help services for children in need of support. Monitor any cases referred to early help and consider referral to children's services where the situation does not improve.

1.5 Refer cases to the Channel programme where there is a radicalisation concern as required.

2 RECORD KEEPING

2.1 Keep written records of child protection and welfare concerns in line with East Sussex Local Safeguarding Board guidance *Keeping Records of Child Protection and Welfare Concerns: Guidance for Early Years Settings, Educational establishments and College January 2014.*

2.2 Ensure a stand-alone file is created as necessary for children with safeguarding concerns.

2.3 Maintain a chronology of significant incidents for each child with safeguarding concerns.

2.4 Ensure such records are kept confidentially and securely and separate from the child's educational record.

2.5 When a child leaves our educational establishment, the DSL will make contact with the DSL at the new educational establishment and will ensure that the child protection file is forwarded to the receiving educational establishment in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving educational establishment and/or evidence of recorded delivery. Where a parent elects to remove their child from the educational establishment roll to home educate, the educational establishment will make arrangements to pass any safeguarding concerns to ISEND – Teaching and Learning Provision.

3 INTER-AGENCY WORKING AND INFORMATION SHARING

3.1 Cooperate with Children's Social Care for enquiries under section 47 of the Children Act 1989.

3.2 Attend, or ensure other relevant staff members attend, child protection conferences, core group meetings and other multi-agency meetings, as required.

3.3 Liaise with other agencies working with the child, share information as appropriate and contribute to assessments.

4 TRAINING

4.1 Undertake appropriate training, **updated every two years**, and update knowledge and skills at least annually in order to

- be able to recognise signs of abuse and how to respond to them, including special circumstances such as child sexual exploitation, female genital mutilation, fabricated or induced illness (see chapter 8 of the *Pan-Sussex Child Protection and Safeguarding Procedures* - *https://sussexchildprotection.procedures.org.uk/page/contents*
- be aware of responsibilities under the Prevent duty
- understand the assessment process for providing early help and intervention, e.g. the East Sussex Safeguarding Children Continuum of Need guidance and tools and the early help planning processes;
- have a working knowledge of how the local authority conducts initial and review child protection case conferences and contribute effectively to these; and
- be alert to the specific needs of children in need (as specified in section 17 of the Children Act 1989), those with special educational needs, pregnant teenagers and young carers.

4.2 Ensure each member of staff has access to and understands the educational establishment's safeguarding and child protection policy and procedures, including providing induction on these matters to new staff members.

4.3 Organise whole-educational establishment child protection training for all staff members regularly, and provide updates at least annually. Ensure staff members who miss the training receive it by other means, e.g. by joining another educational establishment's training.

4.4 Link with East Sussex Local Safeguarding Children Board to identify appropriate training opportunities for relevant staff members.

4.5 Ensure the educational establishment allocates time and resources every year for relevant staff members to attend training.

4.6 Encourage a culture of listening to children and taking account of their wishes and feelings in any action the educational establishment takes to protect them.

4.7 Maintain accurate records of staff induction and training.

5 AWARENESS RAISING

5.1 Review the safeguarding and child protection policy and procedures annually and liaise with the educational establishment's governing body to update and implement them.

5.2 Make the safeguarding and child protection policy and procedures available publicly and raise awareness of parents that referrals about suspected abuse may be made and the role of the educational establishment in any investigations that ensue.

5.3 Provide updates to the educational establishment on any changes to child protection legislation and procedures and relevant learning from local and national serious case reviews, at least annually.

6 QUALITY ASSURANCE

6.1 Monitor the implementation of and compliance with policy and procedures, including periodic audits of child protection and welfare concerns files (at a minimum once a year).

6.2 Complete an audit of the educational establishment's safeguarding arrangements at frequencies specified by the East Sussex Local Safeguarding Children Board.

6.3 Provide regular reports, to the governing body detailing changes and reviews to policy, training undertaken by staff members and the number of children with child protection plans and other relevant data.

6.4 Take lead responsibility for remedying any deficiencies and weaknesses identified in child protection arrangements.

APPENDIX B

Child Protection and Safeguarding Procedure

1 DEFINITIONS

1.1 **Abuse**, including neglect, is a form of maltreatment. A person may abuse or neglect child by inflicting harm or by failing to prevent harm. Children may be abused within their family, in an institutional or community setting, by those known to them, or, more rarely, by others (e.g. via the internet). They may be abused by an adult or adults or another child or children.

1.2 **Children** are any people who have not yet reached their 18th birthday; a 16-year- old, whether living independently, in further education, in the armed forces or in hospital, is a child and is entitled to the same protection and services as anyone younger.

1.3 **Child protection** is part of safeguarding and promoting the welfare of children and refers to activity undertaken to protect specific children who are suffering, or likely to suffer, significant harm.

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

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

1.6 **Safeguarding children** is the action we take to promote the welfare of children and protect them from harm. **Safeguarding and promoting the welfare of children** is defined in *Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children (March 2015)* as:

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

1.7 **Significant harm** is the threshold that justifies compulsory intervention in the family in the best interests of the child. Section 31 of the Children Act 1989 states 'where the question of whether harm suffered by a child is significant turns on the child's health or development, his health or development shall be compared with that which could reasonably be expected of a similar child.'

1.8 For more definitions, see *Pan-Sussex Child Protection and Safeguarding Procedures* - *https://sussexchildprotection.procedures.org.uk/page/contents*

2 CATEGORIES OF ABUSE

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

- making a child feel worthless, unloved or inadequate
- only there to meet another's needs
- inappropriate age or developmental expectations
- overprotection and limitation of exploration, learning and social interaction

- seeing or hearing the ill treatment of another, e.g. domestic abuse
- making the child feel worthless and unloved - high criticism and low warmth
- serious bullying (including cyberbullying)
- exploitation or corruption

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

2.2 **Neglect** is the persistent failure to meet a child's basic physical or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, it may involve a parent failing to:

- provide adequate food, clothing and shelter, including exclusion from home or abandonment
- protect a child from physical and emotional harm or danger
- ensure adequate supervision, including the use of inadequate care givers
- ensure access to appropriate medical care or treatment

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

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

2.4 **Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. Activities may involve physical contact, including penetration of any part of the body, or non-penetrative acts. They may include non-contact activities, such as involving children looking at or in the production of sexual images, including on the internet, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Child sexual exploitation is also sexual abuse; it involves children and young people receiving something, for example accommodation, drugs, gifts or affection, as a result of them performing sexual activities, or having others perform sexual activities on them. It could take the form of grooming of children, e.g. to take part in sexual activities or to post sexual images of themselves on the internet.

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

3 SPECIFIC SAFEGUARDING ISSUES

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

3.2 The government website, GOV.UK, has broad government guidance on a variety of issues. The following is not a comprehensive list and staff members should search the GOV.UK website and the *Pan-Sussex Procedures* for advice on other issues.

- child missing from education
- child missing from home or care
- child sexual exploitation (CSE)
- bullying including cyberbullying
- domestic violence
- drugs
- e-safety
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- “honour-based” violence
- mental health
- private fostering
- preventing radicalisation and the Prevent duty
- self-harm and suicidal behaviour
- sexting
- teenage relationship abuse
- trafficking

3.3 Further Information on Children Missing from Education

A child going missing from education is a potential sign of abuse or neglect, particularly on repeat occasions.

Educational establishments and colleges should put 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 and to help prevent the risks of their going missing again.

All educational establishments must inform the local authority of any pupil who fails to attend educational establishment regularly, or has been absent without the educational establishment’s permission for a continuous period of 10 educational establishment days or more, at such intervals as are agreed between the educational establishment and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

Refer to Keeping Children Safe in Education September 2016 Annex A for further guidance

3.4 Further information on Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly ‘consensual’ relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to

recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Teachers and educational establishment staff are more likely to see victims on a regular basis than almost any other professional. They will notice recurrent or prolonged absences and significant changes in behaviour. The use of the 'chronology' in the East Sussex Local Safeguarding Children's Board guidance – Keeping Records of Child Protection and Welfare Concerns: Guidance for Early Years, Educational establishments and Colleges – will enable these patterns to be identified. They are key to identifying children at risk and raise concerns at an early stage, to potentially halt the grooming process before sexual exploitation has begun. Teachers will highlight concerns about missing children as they may be at risk of child sexual exploitation.

Some of the following signs may be indicators of 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
- Children who regularly miss educational establishment

Due to the nature of the grooming methods used by their abusers, it is very common for children and young people who are sexually exploited not to recognise that they are being abused. Practitioners should be aware that young people particularly aged 17 and 18 may believe themselves to be acting voluntarily and will need practitioners to work with them so they can recognise that they are being sexually exploited.

As much as possible it is important that the young person is involved in decisions that are made about them.

Link to LSCB Child Sexual Exploitation procedures;
Pan-Sussex Child Protection and Safeguarding Procedures - https://sussexchildprotection.procedures.org.uk/page/contents

Link to DfE 'What to do if you suspect a child is being sexually abused': This should be read in conjunction with statutory guidance -
https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited

Link to DFE Statutory Guidance outlining how organisations and individuals should work together to protect young people from sexual exploitation -
https://www.gov.uk/government/publications/safeguarding-children-and-young-people-from-sexual-exploitation-supplementary-guidance

Attention is drawn to: The WISE project: A specialist project working with and supporting young people at risk of or experiencing sexual exploitation in East Sussex. Contact the WiSE Project on: 07793 325649 or email: wise@sussexcentralymca.org.uk

3.5 Further Information on Domestic Violence

The definition of "domestic violence and abuse" was updated by the Home Office in March 2013 to include the reality that many young people are experiencing domestic

abuse and violence in relationships at a young age. They may therefore be Children in Need or likely to suffer significant harm. The latest definition from the Home Office is as follows:

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
- Emotional

Staff should be aware that any disclosures made by children may have a background in domestic abuse and that this abuse may be part of an overall pattern of abuse or violence towards women and girls in the family. That said domestic abuse can also be experienced by males and assumptions should not be made based on the gender of perpetrators of domestic abuse.

For further information consult "Domestic Violence and Abuse" - https://www.gov.uk/domestic-violence-and-abuse and the East Sussex Domestic Violence and Abuse Protocol for Educational establishments May 2016.

3.6 **Further Information on On-line-Safety (use of ICT, the internet, mobile technology and social media)**

Step by Step School has an On-line-Safety policy which includes guidance for all pupils in relation to On-line-Safety and using the internet and social media. There are appropriate filtering and monitoring systems in place. Staff are encouraged to report their concerns if they believe that children are using the internet, mobile technology or social media inappropriately (e.g. sexting). In these instances the DSL should contact the Single Point of Advice for advice on how to proceed with regards to talking to parents carers about On-line-Safety. In some extreme cases the Police may become involved if a child is at risk of exploitation due to their use of the internet or social media. Consequently staff must report concerns in a timely way so that advice and support can be sought.

For further information see Keeping Children Safe in Education Annex C.

3.7 **Further information on Female Genital Mutilation (FGM)**

Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There are a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi-Agency Practice Guidelines referred to below. E.learning for all professionals, developed by the Home Office, is available at www.fgmelearning.co.uk

Girls who are threatened with, or who have undergone FGM may withdraw from education, restricting their educational and personal development. They may feel unable to go against the wishes of their parents and consequently may suffer emotionally. Staff may become aware of a student because she appears anxious, depressed and emotionally withdrawn. They may be presented with a sudden decline in her performance, aspirations or motivation. There may be occasions when a student comes to educational establishment or college but then absents herself from lessons, possibly spending prolonged periods in the bathroom.

Students who fear they may be at risk of FGM can often come to the attention of, or turn to, a teacher, lecturer or other member of staff before seeking help from the police or social services. Sometimes the student's friends report it to staff. Teachers, lecturers and other members of staff are in an ideal position to identify and respond to a victim's needs at an early stage. A flowchart/risk assessment tool is available at: https://sussexchildprotection.procedures.org.uk/tktq/children-in-specific-circumstances/female-genital-mutilation/#s318

Link to DFE multi agency practice guidelines for female-genital-mutilation (April 2016) https://www.gov.uk/government/publications/multi-agency-statutory-guidance-on-female-genital-mutilation. Staff should be aware of new mandatory reporting requirements with regards to known cases of female genital mutilation (FGM) which require teachers to personally report to the police cases where they discover that an act of FGM appears to have been carried out. Further details can be found Annex A of Keeping Children Safe in Education September 2016

3.8 **Further Information on Forced Marriage**

A forced marriage is one in which at least one participant does not (or cannot) consent to the marriage and pressure or abuse is used. It is recognised in the UK as a serious abuse of human rights.

The pressure put on people to marry against their will can be physical (including threats of violence, actual physical violence and sexual violence) or emotional and psychological (e.g. shame and coercion) Financial abuse can also be a factor.

Whilst it is unlikely that primary-age pupils will be the victims of forced marriage, they may disclose that older siblings or parents are at risk.

Further information on the role of educational establishments can be found on pages 32-36 of Multi-agency guidelines:Handling cases of forced marriage . Educational establishment staff can contact the Forced Marriage Unit on 020 7008 0151 or email fmu@fco.gov.uk for advice or information.

3.9 **Further information on Preventing Radicalisation**

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). This came into force on 1 July 2015. The Prevent duty directs inspectors to examine a educational establishment's response to extremist behaviour when considering the behaviour and safety of pupils, as well as the effectiveness of the leadership and management of the educational establishment in preventing extremism.

The Counter-Terrorism and Security Act 2015 also places a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the

police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act will require partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate.

Educational establishments and colleges which are required to have regard to Keeping Children Safe in Education are listed in the Act as partners of the panel. The relevant provisions of the Act came into force on 12 April 2015 but many local authorities already have Channel panels set up in their area. An East Sussex Channel Panel has been set and links to information and training can be found here; http://intranet.escc.gov.uk/sites/ASC/StaffInfo/subject/SAAR/Pages/PREVENT.aspx

Channel Training
'Channel' is the name for the process of referring a person for early intervention and support, including:

- identifying people at risk of being drawn into terrorism
- assessing the nature and extent of that risk, and
- developing the most appropriate support plan for the people concerned.

The Channel process is about safeguarding children, young people and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from risk before a crime occurs.
You can complete a short general awareness course online here: http://course.ncalt.com/Channel_General_Awareness/01/index.html

Prevent is the pan-Sussex strategy for preventing vulnerable people from being radicalised into violent extremism: The pan Sussex Prevent describes partner's (including educational establishments) role in the Prevent agenda:
Sharing with colleagues

- Promote awareness of the PREVENT strategy within your organisation and partners, including the local risks, roles and responsibilities involved in its delivery
- Ensure colleagues and partners are aware of how to report any potentially relevant information or concerns
- Promote an understanding amongst colleagues and partners of how to identify indicators of terrorism
- Promote an understanding amongst colleagues and partners of how to identify potential signs of individual vulnerability to radicalisation.
- Indicators of terrorist activity

Link to East Sussex Violent extremism prevent guidance and Operational guidance for Adult Social Care and Children's Services:
http://intranet.escc.gov.uk/sites/ASC/StaffInfo/subject/SAAR/Pages/PREVENT.aspx

The Department for education has published The Prevent duty
Departmental advice for educational establishments and childcare providers at:
https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty

Czone link to the Prevent Toolkit for Educational establishments and Childcare Providers and new **East Sussex Learning Portal e-learning** East Sussex CPD Online
https://czone.eastsussex.gov.uk/supportingchildren/equality/Pages/ThePreventDuty.aspx

East Sussex LSCB; Preventing Extremism and Radicalisation Safeguarding Policy for educational establishments is available on Czone at. https://czone.eastsussex.gov.uk/partnerships/trust/workingtogether/childprotection/Pages/main.aspx

3.10 Further Information on Self-harm and suicidal behaviour

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

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

3.11 Further Information on Sexting

Sexting among children and young people can be a common occurrence, where they often describe these incidents as 'mundane'. Children involved in sexting incidents will be dealt with by the police as victims as opposed to perpetrators, unless there are mitigating circumstances. The DSL should record all incidents of sexting. This should include both the actions taken and the actions not taken, together with justifications. In applying judgement to the sexting incident consider the following:

- Significant age difference between the sender/receiver involved
- If there is any external coercion involved or encouragement beyond the sender/receiver.
- If you recognise the child as more vulnerable than is usual.
- If the image is of a severe or extreme nature.
- If the situation is not isolated and the image has been more widely distributed.
- If this is not the first time children have been involved in a sexting act
- If other knowledge of either the sender or recipient may add cause for concern.

If these characteristics present cause for concern then escalate or refer the incident. If not, manage the situation accordingly, recording details of the incident, action and resolution. See CEOP website for further information.

3.12 Further information on Private Fostering

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

This lack of awareness means that many privately fostered children remain hidden and can be vulnerable, as in the case of Victoria Climbie who was a privately fostered child.

Private Fostering definition

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

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

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

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

4 RECOGNITION – WHAT TO LOOK FOR

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

4.2 In an abusive relationship, the child may:

- appear frightened of their parent(s)
- act in a way that is inappropriate to their age and development, although full account needs to be taken of different patterns of development and different ethnic groups

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

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

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

4.5 Staff should be aware that children with special educational needs and disabilities can face additional safeguarding challenges including:

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

5 ALLEGATIONS OF ABUSE MADE AGAINST OTHER CHILDREN

5.1 At our educational establishment we believe that all children have a right to attend educational establishment and learn in a safe environment. Children should be free from harm by adults in the educational establishment and other students.

We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the educational establishment's Behaviour Policy.

5.2 **Safeguarding allegations**

It is important to remember that Peer-on-Peer Abuse does not occur in a vacuum. It occurs in a society where there are structures and norms that shape young people's views, experiences and behaviours, as well as responses to them. Consequently there are different issues of gender that will need to be considered when responding to allegations made against pupils by others in the educational establishment, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the educational establishment
- indicates that other pupils may have been affected by this pupil
- indicates that young people outside the educational establishment may be affected by this pupil

5.3 **Examples of safeguarding issues against a pupil could include:**

Physical Abuse

- violence, particularly pre-planned
- forcing others to use drugs or alcohol

Emotional Abuse

- blackmail or extortion
- threats and intimidation

Sexual Abuse

- indecent exposure, indecent touching or serious sexual assaults
- forcing others to watch pornography or take part in sexting

Sexual Exploitation

- encouraging other children to attend inappropriate parties
- photographing or videoing other children performing indecent acts

In areas where gangs are prevalent, older pupils may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

5.4 **Minimising the risk of safeguarding concerns towards pupils from other pupils**

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

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

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

On occasion, some pupils will present a safeguarding risk to other pupils. The educational establishment should be informed that the young person raises safeguarding concerns, for example, they are coming back into educational establishment following a period in custody or they have experienced serious abuse themselves.

These pupils will need an individual risk management plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

5.5 **What to do**

When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern the DSL should be informed.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.

The DSL should contact Single Point of Advice to discuss the case. It is possible that Children's Social Care are already aware of safeguarding concerns around this young person. The DSL will follow through the outcomes of the discussion and make a statement of referral where appropriate.

The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.

If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim).

Where neither Children's Social Care nor the police accept the complaint, a thorough educational establishment investigation should take place into the matter using the educational establishment's usual disciplinary procedures.

In situations where the educational establishment considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.

The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

6 SAFEGUARDING CHILDREN CONTINUUM OF NEED

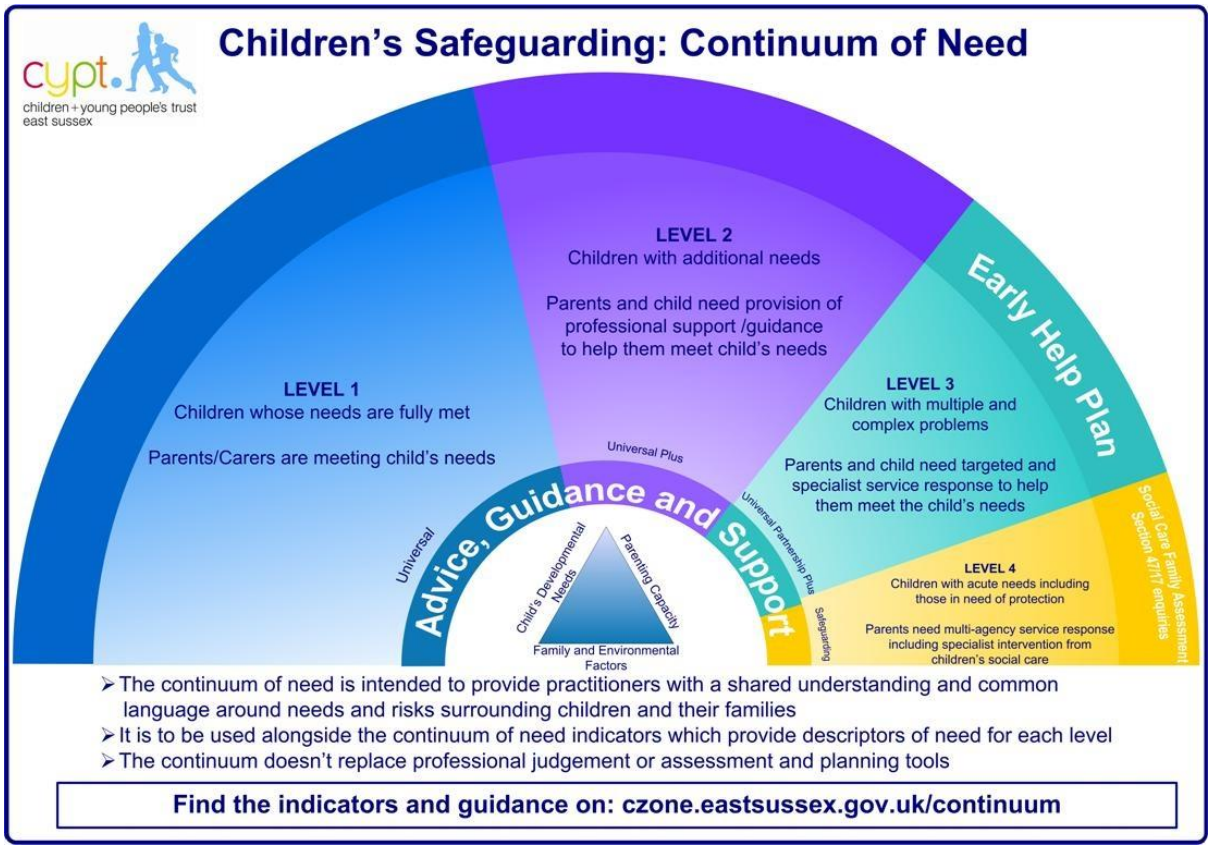
6.1 The Safeguarding Children Continuum of Need has been developed so that everyone working with children in East Sussex has a common language for understanding the needs and risks surrounding children and their families.

6.2 For example, if the educational establishment has concerns about a child and needs advice or support from a Single Point of Advice social worker, they will use the Continuum of Need as a guide to understand the educational establishment's concerns and provide advice about what to do or to decide whether the child and family need social care involvement. The Continuum of Need does not replace professional judgement, but it is intended to support decision-making and discussions between services and practitioners.

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

6.4 The Continuum of Need tool, including the windscreen and indicators, and detailed guidance are available on Czone.

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



6.6 **The Continuum of Need identifies four levels of need.**

Level 1:

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

Level 2:

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

Level 3:

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

Level 4:

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

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

7 WHAT ACTION TO TAKE IF YOU HAVE CONCERNS ABOUT A CHILD

Staff member	What action to take if you have concerns
Any member of staff, governor, volunteer, contractor or activity provider	1. Discuss your concerns with the DSL F Palmer, or in their absence, with the Deputy DSL C Cochrane, **as soon as possible, before the child leaves for the day.** It is important that the child is not sent home at the end of the day without taking the right protective action. 2. Complete the **child protection incident/welfare concern form** and pass it to the DSL. 3. If the DSL or their deputy or the two safeguarding leads S Matthews and B Bulmer are not available, you should contact the Children's Social Care Single Point of Advice yourself for a consultation about the action you need to take. Inform the DSL about your consultation and what actions you have taken.
Designated safeguarding lead	**1. You are concerned that the child is at risk of significant harm (Level 4 of the Continuum of need)** 1.1 Contact the Children's Social Care Single Point of Advice immediately. 1.2 If you believe that the child is in immediate danger, or you suspect a crime has been committed, you must also contact the police immediately. 1.3 If the Single Point of Advice accepts your contact as a referral, send them a completed **statement of referral** (available from the Pan-Sussex Child Protection and Safeguarding Procedures website) **within 24 hours.** 1.4 The Single Point of Advice may decide, in discussion with you, that the child's needs are at Level 2 or 3 of the Continuum of Need and the educational establishment is better placed to provide support. See points 2.5 and 2.6 below for further action. 1.5 Record all your discussions and decision-making on the **child protection incident/welfare concern form** sent by the staff member who contacted you originally. Add it and a copy of the statement of referral to the child's file. If the child does not have a stand-alone child protection file, you will need to create one including a front sheet. Update or start the chronology. Continue to update the child's file and chronology as the investigation and the resulting work carry on.
	2. You believe the child is not at risk of significant harm, but the child or their family may need support (Level 3 of the Continuum of Need) 2.1 Use the Continuum of Need tool to identify the level of need. 2.2 Discuss your concerns with senior colleagues in another agency, if necessary.

	2.3 Contact the Single Point of Advice for a consultation, without necessarily identifying the child in question, in order to develop an understanding of the child's needs and circumstances. 2.4 If the Single Point of Advice accepts your contact as a referral for social care assessment, send them a completed **statement of referral within 24 hours**, as above. 2.5 If your consultation results in the decision that the child and family are in need of help at Level 3 of the Continuum of Need, provide additional support in the educational establishment and/or refer the child or their family to other agencies providing **early help services**. 2.6 Record all your consultations and decision-making on the **child protection incident/welfare concern form** sent by the staff member who contacted you originally. Update or start the chronology and add referral letters and forms to the child's file; create a stand-alone file including a front sheet, if one does not exit. Continue to update the file, including the chronology, as work progresses. **3. Children and Families in need of help/advice at Levels 1 and 2** 3.1 Where your consultation results in the decision that the child and family are in need of help/advice at level 1 or 2 you will be signposted to the Advice and Information for Families webpage on Czone or advised to consider pastoral support within the educational establishment. 3.2 Where you are clear that the child and family are in need of help/advice at level 1 or 2 you should access the Advice and Information for Families webpage or consider pastoral support within the educational establishment.

8 DEALING WITH A DISCLOSURE MADE BY A CHILD – ADVICE FOR ALL MEMBERS OF STAFF

If a child discloses that he or she has been abused in some way, the member of staff or volunteer should follow this guidance.

- Listen to what is being said without displaying shock or disbelief.
- Only ask questions when necessary to clarify.
- Accept what is being said.
- Allow the child to talk freely – do not put words in the child's mouth.
- Reassure the child that what has happened is not his or her fault.
- Do not make promises that you may not be able to keep.
- Do not promise confidentiality – it may be necessary to refer the child to Children's Social Care.
- Stress that it was the right thing to tell.
- Do not criticise the alleged perpetrator.
- Explain what has to be done next and who has to be told.
- Inform the DSL without delay.
- Complete the child protection incident/welfare concern form and pass it to the DSL.
- Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the DSL.

9 DISCUSSING CONCERNS WITH THE FAMILY AND THE CHILD – ADVICE FOR THE DESIGNATED SAFEGUARDING LEAD

9.1 In general, you should always discuss any concerns the educational establishment may have with the child's parents. They need to know that you are worried about their child. However, you should not discus your concerns if you believe that this

would place the child at greater risk or lead to loss of evidence for a police investigation.

9.2 **If you make a decision not to discuss your concerns with the child's parents or carers** this must be recorded in the child's child protection file with a full explanation for your decision.

9.3 **It is important to consider the child's wishes and feelings**, if age appropriate, as part of planning what action to take in relation to concerns about their welfare.

9.4 When talking to children, you should take account of their age, understanding and preferred language, which may not be English. It is also important to consider how a disabled child may need support in communicating.

9.5 How you talk to a child will also depend on the substance and seriousness of the concerns. You may need to seek advice from Children's Social Care or the police to ensure that neither the safety of the child nor any subsequent investigation is jeopardised.

9.6 If concerns have arisen as a result of information given by a child, it is important to reassure the child but not to promise confidentiality.

9.7 **It is expected that you discuss your concerns with the parents and seek their agreement to making a referral to Children's Social Care, unless you consider that this would place the child at increased risk of significant harm**.

9.8 **You do not need the parents' consent to make a referral if you consider the child is in need of protection**, although parents will ultimately be made aware of which organisation made the referral.

9.9 If parents refuse to give consent to a referral but you decide to continue, you need to make this clear to Children's Social Care.

9.10 **If you decide to refer the child without the parents' consent, make sure to record this with a full explanation of your decision.**

9.11 When you make your referral, you should agree with Children's Social Care what the child and parents will be told, by whom and when.

9.12 See section 11 below for guidance on information sharing and consent.

10 EARLY HELP FOR CHILDREN AND FAMILIES

10.1 Most parents can look after their children without the need of help other than from their family or friends. However, some parents may need additional help from our educational establishment or other services such as the NHS. Providing help early is more effective in promoting the welfare of children than reacting later.

10.2 Our educational establishment will work together with other agencies to provide a coordinated offer of early help, in line with *Working Together to Safeguard Children 2015* and local guidance, to any child who needs it.

10.3 We will pool our knowledge within the educational establishment and with other agencies about which families or children need additional support in a range of ways so that we can work out how best to help them. We will use the East Sussex Safeguarding Continuum of Need tool on Czone to identify what level of need the child or their family has.

10.4 We will work closely with targeted early help services and Children's Social Care if we feel families need more support and input, or children are at risk of harm, and we will continue to provide support if other services are also needed.

10.5 **Targeted early help services** are aimed specifically at helping families with children and young people whose needs are at Level 3 on the Continuum of Need. There are two main services in East Sussex:

- **Health Visiting and Children's Centre Service (0-5 years).** This brings together Health Visiting, Children's Centre provision and Keywork offering support to families with children in the 0- age group. The service includes mandated health visiting checks, support with health issues, targeted group interventions and a Keywork home visiting service which offers a holistic family approach to families who are assessed as being at level 3 on the continuum of need.
- **Early Help Keywork (5-19)** The 5-19 Early Help Keywork service replaces the previous Family Support Keywork and Targeted Youth Support services bringing them together under one structure. This is a cross county service supporting children, young people and their parents. The service works with families assessed at level 3 on the continuum of need in order to reduce risk and prevent escalation to level 4 by taking a whole family approach and will endeavour to work directly with any members of the immediate family who have been identified as requiring a specific intervention.

10.6 Targeted support is also provided by family keyworkers in specialist services, for example Probation, Sussex Police, the ISEND, and by Educational establishment Nurses and Family Support Health Practitioners. These services may lead a plan of support in a similar way to targeted early help services.

10.7 Our educational establishment will refer any child with needs at Level 3 on the Continuum of Need to a targeted early help service and work with the service in any early help planning they may undertake to support the child.

10.8 We will talk to the family about referral to a targeted early help service and explain that there may be a need to involve other professionals, including talking to a social worker about our concerns. We will seek the family's consent for the referral.

10.9 If the family does not consent to an early help service, we will make a judgement about whether the needs of the child will escalate or the child will become unsafe without help. If our judgement is that the needs or concerns will escalate, then we will contact the Children's Social Care Single Point of Advice for a consultation with a qualified social worker in order to make a shared decision about whether the level of concerns calls for a referral to Children's Social Care.

11 CHILDREN'S SOCIALCARE-LED RESPONSES TO CONCERNS ABOUT A CHILD

11.1 Once Children's Social Care has accepted our referral as needing a social-care-led response (Level 4 of the Continuum of Need), a senior social work practitioner and their manager will evaluate the concerns to identify the sources and levels of risk and to agree what protective action may be necessary.

11.2 The evaluation of concerns and risks involve deciding whether:

- the child needs immediate protection and urgent action is necessary; or
- the child is suffering, or at risk of suffering, significant harm and enquiries need to be made under section 47 of the Children Act 1989; or
- the child is in need and should be assessed under section 17 of the Children Act 1989.

11.3 We will cooperate with Children's Social Care and the police in any emergency action they take using their legal powers for immediate protection of the child. This may involve removing the child from their home.

11.4 We will participate in any multi-agency discussions (strategy discussions), if invited to do so, and share information about the child and their family to plan the response to concerns.

11.5 We will share information about the child and their family for section 47 enquiries and family assessments undertaken by Children's Social Care.

11.6 We will ensure that a relevant staff member participates in all initial and review child protection conferences, if we are invited to attend. The staff member will work together with other agencies to discuss the need for and agree to an outcome-focused child protection plan and will ensure that the child's wishes and views are considered in their own right in planning.

11.7 If we are members of the core group to implement a child protection plan, we will ensure a relevant staff member participates in all core group meetings.

11.8 We will ensure that we complete all actions allocated to us as part of the outcome-focused plan, whether a child protection plan or a family support plan, in a timely way.

11.9 We will continue to monitor children once their plans are ended to ensure that they are supported and kept safe.

12 INFORMATION SHARING AND CONSENT

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

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

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

12.4 The Data Protection Act 1998 is not a barrier to sharing information. It is there to ensure that personal information is managed in a sensible way and that a balance is struck between a person's privacy and public protection.

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

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

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

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

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

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

12.10 **Consent is necessary**, for:

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

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

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

13 RECORD KEEPING

13.1 Good record keeping is an important part of the educational establishment's accountability to children and their families and will help us in meeting our key responsibility to respond appropriately to welfare concerns about children.

13.2 Records should be factual, accurate, relevant, up to date and auditable. They should support monitoring, risk assessment and planning for children and enable informed and timely decisions about appropriate action to take.

13.3 All staff members, governors, volunteers, contractors and activity providers should ensure that they record and report safeguarding concerns in line with guidance from the East Sussex Local Safeguarding Children Board (LSCB) – *Keeping Records of Child Protection and Welfare Concerns: Guidance for Early Years Settings, Educational establishments and Colleges, January 2014*.

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

13.4 The DSL will ensure that records are maintained appropriately for children with safeguarding concerns and that stand-alone files are created and maintained in line with requirements of the above guidance.

14 PROFESSIONAL CHALLENGE AND DISAGREEMENTS

14.1 Working with children and families, and in particular child protection work, is stressful and complex, as well as involving uncertainty and strong feelings. To ensure that the best decisions are made for children, we need to be able to challenge one another's practice.

14.2 We will promote a culture within our educational establishment that enables all staff members to raise, without fear of repercussions, any concerns they may have about the management of child protection in the educational establishment. This may include raising concerns about decisions, action and inaction by colleagues about individual children. If necessary, staff members will speak with the Designated Safeguarding Lead, the School Director, the chair of governors or with the Local Authority Designated Officer.

14.3 Cooperation across agencies is crucial; professionals need to work together, using their skills and experience, to make a robust contribution to safeguarding children and promoting their welfare within the framework of discussions, meetings, conferences and case management.

14.4 If there are any professional disagreements with practitioners from other agencies, the DSL or the School Director will raise concerns with the relevant agency's safeguarding lead in line with guidance in the Pan-Sussex Child Protection and Safeguarding Procedures - https://sussexchildprotection.procedures.org.uk/page/contents

14.5 If the educational establishment disagrees with the child protection conference chair's decision, the DSL or the School Director will consider whether they wish to challenge it further and raise the matter with Children's Services Head of Safeguarding.

15 SAFER RECRUITMENT

15.1 Our educational establishment has robust recruitment and vetting procedures to help prevent unsuitable people from working with children.

15.2 Our job advertisements and application packs make explicit reference to the educational establishment's commitment to safeguarding children, including compliance with the Disclosure and Barring Service (DBS) process and clear statements in the job description and person specification about the staff member's safeguarding responsibilities.

15.3 All staff members who have contact with children, young people and families will have appropriate pre-employment checks in line with *Keeping Children Safe in Education: Statutory Guidance for Educational establishments and colleges, September 2016.*

15.4 At least one member on every short listing and interview panel will have completed safer recruitment training. The School Director is responsible for ensuring that safer recruitment training is kept up to date.

15.5 Where relevant, we seek proof of professional qualifications by asking to see the original certificate or diploma.

15.6 We require the names of two referees that we contact. We obtain two written references, one of which must be from the current or most recent employer. We do not accept personal references.

15.7 References for short-listed candidates will be sent for immediately after short-listing. The only exception to this is where candidates have indicated on their application forms that that they do not wish their current employer to be contacted. In such cases, in this situation is that a conditional offer of employment will be made subject to satisfactory references being received.

15.8 We ask, at interview stage, to see proof of identity, such as an original birth certificate, driving licence or passport (copies of these are taken).

15.9 We seek proof of professional qualifications

15.10 The Admin Manager and the nominated governor for child protection are responsible for ensuring that our **single central record** is accurate and up to date.

15.11 No member of staff paid or unpaid is permitted to start work unaccompanied until an enhanced DBS check has been made. The school accepts DBS checks from previous employment during the interim periods if they are less than three years old and the member of staff has been in continuous employment during that time. Staff members undergoing induction training are supervised at all times. Newly appointed qualified teachers will not be permitted to commence in post until we have checked that they are not prohibited from teaching by the NCTL.

15.12 All external contractors who regularly enter school premises during school hours undergo enhanced DBS checks. Any unchecked contractors are accompanied by a staff member at all times.

16 PROCEDURE FOR MANAGING ALLEGATIONS OF ABUSE MADE AGAINST EDUCATIONAL ESTABLISHMENT STAFF MEMBERS AND VOLUNTEERS

16.1 Our aim is to provide a safe and supportive environment which secures the well being and very best outcomes for the children at our educational establishment. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.

16.2 Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children.

16.3 We will take all possible steps to safeguard our children and to ensure that the adults in our educational establishment are safe to work with children. We will always ensure that the procedures outlined in Part 4 of Keeping Children Safe in Education: Statutory Guidance for Educational establishments and Colleges September 2016 are adhered to and will follow the flow chart in Appendix C.

16.4 If an allegation is made or information is received about an adult who works in our setting which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the School Director immediately. Should an allegation be made against the School Director, this will be reported to the Chair of Governors. In the event that neither the School Director nor Chair of Governors are not contactable on that day, the information must be passed to and

dealt with by either the member of staff acting as School Director or the Vice Chair of Governors.

16.5 The School Director or Chair of Governors will follow the flow chart in Appendix C. No member of staff or the governing body will undertake further investigations before receiving advice from Single Point of Advice or LADO.

16.6 Any member of staff or volunteer who does not feel confident to raise their concerns with the School Director or Chair of Governors should follow the flow chart in Appendix C and make the appropriate contact direct.

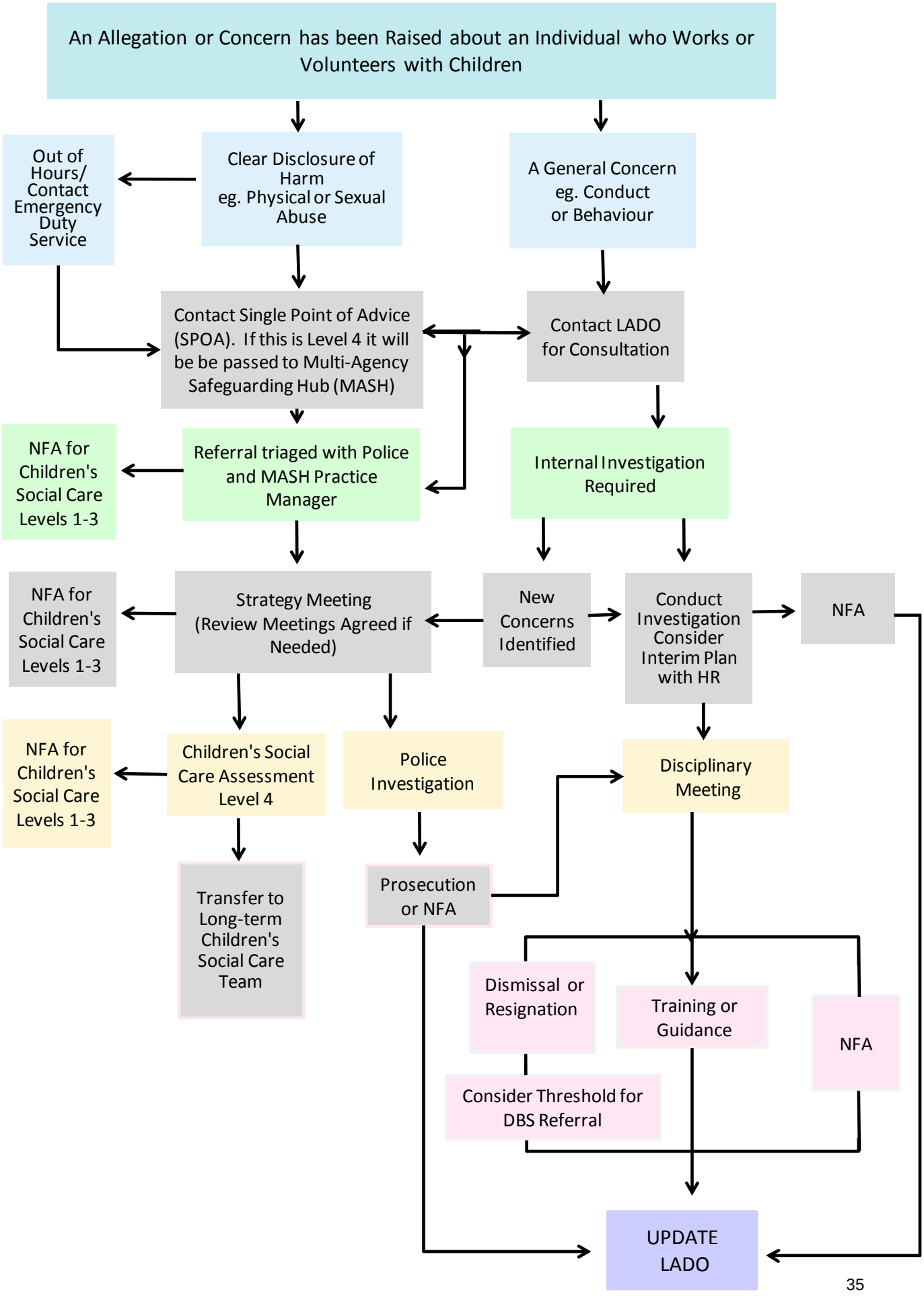
16.7 Supporting people:

- The educational establishment together with Children's Social Care and the police, if they are involved, will consider the impact on the child concerned nd provide support as appropriate.
- The School Director will ensure that the child and family are kept informed of the progress of the investigation.
- The Personnel Advisory Team will be contacted at the earliest opportunity for advice in relation to the investigation of any allegation in line with the Councils' Disciplinary Policy, where appropriate.
- The staff member who is the subject of the allegation will be advised to contact their union, professional association or a colleague for support, (depending on the outcome of the safeguarding strategy meeting which is normally chaired by the LADO).
- The Personnel Advisory Team will ensure that the staff member is provided with appropriate support, if necessary, through occupational health or welfare arrangements.
- The School Director will appoint a named representative to keep the staff member updated on the progress of the investigation; this will continue during any police or section 47 investigation or disciplinary investigation.

16.8 The educational establishment has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our educational establishment, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or The Personnel Advisory Team.

Appendix C

Managing Allegations Flowchart



MANAGING ALLEGATIONS/CONCERNS ABOUT INDIVIDUALS WHO WORK OR VOLUNTEER WITH CHILDREN FLOWCHART GUIDANCE

Criteria - Working Together 2015

To ensure safeguarding is prioritised for children, it was recommended that all LADO referrals should go through the Multi-agency Safeguarding Hub (MASH), which East Sussex adopted in September 2015.

From 3 May 2016, all social care enquiries and referrals in East Sussex will go via the Single Point of Advice (SPOA) based at St Mark's House.

Referrals to Children's Social Care need to be considered when a child is at risk of significant harm and an individual who is working or volunteering with children has:-

1. Behaved in a way that has harmed a child, or may have harmed a child

2. Possibly committed a criminal offence against or related to a child

3. Behaved towards a child or children in a way that indicates they may pose a risk of harm to children

When considering the definitions of harm and whether threshold is met for a LADO consultation or referral to the Multi-Agency Safeguarding Hub (MASH), the following guidance provides information about the criteria and process. The examples provided are not exhaustive as the nature of allegations can sometimes be complex, depending on the history of those who are involved.

Behaviours that have or are Likely to Cause Harm

These are more likely to fall in the remit of professional conduct, for example:

- Contact with children and young people through social media and private email accounts
- Bullying, threats and intimidation
- Comments of a personal, derogatory or racially abusive nature which could cause emotional harm.
- Physical contact of a non-sexual nature, but which breaches a code of conduct
- Providing rewards and incentives which are not sanctioned within a code of conduct and could single out particular children or young people to the detriment of others.

These types of behaviour should be discussed with the LADO in the first instance, as they have happened in isolation. Sometimes there is a fine line between harm and behaviour constituting a possible criminal offence. If they form part of a pattern or there are other concerns about the context, consideration would need to be given to whether a referral was required.

Behaviours Associated with Criminal Offences

If a child or young person makes an allegation of sexual or physical abuse, a Statement of Referral (SOR) should be sent to the MASH without delay. The SOR should contain as much information as possible regarding the allegation, full details of the victim and perpetrator. There might be times when there is uncertainty about the process and if in doubt the MASH or LADO can be contacted for guidance prior to sending the SOR. Examples where a SOR is warranted are:

- Physical abuse and restraint where injuries have been caused to a child including; scratches, cuts, bruises, red marks, swelling, bites and broken bones
- Disclosures of sexual abuse, including direct contact, historic incidents, links to exploitation, grooming and online abuse
- Physical abuse or inappropriate restraint, pushing or shoving without injury, but this has been witnessed.
- In incidences where allegations of physical abuse are difficult to corroborate because they have not been witnessed or there is a history of previous allegations from a young person, a discussion should still be had with MASH about whether the threshold for a referral is met. MASH might not agree a referral once they have consulted with Police, but will give advice about liaison with the LADO and/or an internal investigation.

Please note that if injuries have been observed and these should be documented on a body map, with a description of size, location and the type of injury seen. Photographs should not be taken by other professionals or sent by email as Police and a Paediatrician will usually take photographs and measure these to scale. There are occasions when Police might ask for this to be done, and agreement will be needed about this on a case by case basis.

Behaviours Which Might Pose a Risk to Children

Any of the behaviours already identified could meet these criteria. However, there are some behaviours in the workplace which would breach the code of conduct but have not caused immediate harm. In other instances events in a person's personal life could impact upon their professional or voluntary role with children and young people, for example:

- Being under the influence of drugs or alcohol in the workplace
- Inappropriate use of work IT equipment in work or at home e.g. viewing adult pornography
- Failure to protect or report a safeguarding concern
- Personal involvement with Children's Services, for example Child Protection Plans for own children
- Domestic Abuse
- Arrest or prosecution for a criminal offence outside of work including sexual offences in relation to children or adults, violence, drugs, drink driving

In the first instance any code of conduct issues should be discussed with the LADO. Agencies might be contacted about other incidents where Police and Children's Services involvement has happened, but there might also be times when criminal activity in someone's personal life is not reported to Children's Social Care and there should be a discussion with the SPOA about this.

If any professionals become aware that there are safeguarding concerns in an individual's private life and they work or volunteer with children, there should be a consultation with the LADO to consider how this can be monitored or addressed. If there are child protection concerns, and social care involvement the employer should be made aware in case there are additional factors to take into consideration with that person's role. If there is social care involvement under child in need, it might still be necessary to inform the employer, but the level of concerns will need to be discussed and an action plan agreed. The employee should be encouraged to talk to their employer in the first instance.

NEXT STEPS

SPOA will triage a referral, and if it is agreed it meets the threshold for Level 3, when this is on the cusp of Level 3 and Level 4, it will be passed to the MASH in the usual way. The MASH Practice Manager will discuss the referral with Police and the LADO. A decision will be made about whether there is a risk of significant harm which requires a strategy discussion. If this is not agreed the LADO will follow up with an employer or organisation who will be asked to conduct an internal investigation.

NB: If the child already has an allocated Social Worker, contact should be made with the MASH in the first instance and agreement will be made about who will lead investigation.

Decisions will also need to be made about immediate action needed to safeguard any children, and this might include whether an adult needs to be refrained or suspended prior to a strategy meeting. Consideration also needs to be given to any other employment or voluntary work the individual is involved in. This action will need to be agreed with HR on advice from the LADO and Police if there is a potential criminal investigation.

If it has been agreed there is a risk of significant harm a Strategy Meeting will be held, where all relevant professionals, a representative from HR/Personnel, Police and the LADO will be invited to attend. The victim and alleged perpetrator will not be included in this meeting. The strategy meeting should be arranged within 3 working days of the referral being received.

A Manager from the Duty and Assessment Team or MASH will chair the meeting unless there is an allegation involving a Children's Social Care employee or Foster Carer, in which case the LADO will chair the meeting. However, if the Duty or MASH Managers are not available the LADO might chair the strategy meeting to avoid unnecessary delays. The reason for this is that the immediate and wider safeguarding issues for any child or young person the alleged perpetrator might have contact with will need to be considered.

If the child already has a Social Worker from another team, it is usually agreed that the allocated team will take forward the strategy meeting with the LADO, unless there are concerns about Child Sexual Exploitation. In this instance the MASH Practice Manager might still have involvement in the meeting. This might also be the case when there is a conflict of interest, and it is considered an independent manager should chair the meeting.

Action Plans will be formulated at the strategy meeting, and a decision might be made to have a review meeting, particularly if there are gaps in information which need to be clarified.

OUT OF HOURS REFERRALS

If a child has made a disclosure of physical or sexual abuse and there is physical evidence a Statement of Referral (SOR) should be discussed with the Emergency Duty Service (EDS). They will be able to liaise with the Police Serious Investigation Units (SIU) based in Eastbourne, Hastings and Brighton, who now provide additional cover. The Police might decide with EDS to start a joint investigation over the weekend to avoid delay.

OUTCOMES

Once a strategy meeting has taken place the following outcomes will be taken forward:

1. NFA as the allegation is found to be unsubstantiated, false, unfounded or malicious.

2. NFA for Children's Services, but there are issues to address in relation to professional conduct or suitability, as concerns were substantiated, but did not meet threshold for criminal investigation. Unsubstantiated outcomes are the most difficult ones to address, as there might still be concerns, but insufficient evidence to proceed; eg a disclosure of sexual abuse where the victim is not willing to make a statement, or physical abuse where there are no injuries, but the account was credible. However, there are occasions when action might be considered to minimise any identified concerns or risks, and this will need to be considered on a case by case basis. HR will provide support and the LADO will need to be kept updated of outcomes. In these cases the concerns might be addressed via an internal investigation and disciplinary meeting or through additional training and monitoring. This could be resolved with the individual being or remaining suspended as a neutral act pending the outcome of enquiries or while they remain at work.

3. Duty and Assessment (DAT) or one of the long-term social work teams will take forward a Family Assessment under Child in Need (Section 17 Children Act 1989) as unmet needs were identified for the victim or children linked to the perpetrator. This could result in universal services on levels 1-3 on the continuum of need or longer term social work support and action in relation to alleged perpetrator might result in outcomes in 1 and 2 above.

4. DAT or one of the long-term social work teams will undertake a Family Assessment due to Child Protection Concerns (Section 47 Children Act 1989). This could result in the actions/outcomes in 1-3 above.

5. The Police might undertake a criminal investigation in relation to a suspected criminal offence when concerns are substantiated. This can take several months to complete especially if IT equipment needs to be checked and the Crown Prosecution Service then needs to review the file. This will often result in the perpetrator remaining on bail for an extended period, while they remain suspended from their employment or voluntary role. HR and the LADO will provide support and liaise during this period, including advice about whether a DBS referral is warranted.

MISCELLANEOUS REFERRALS TO OTHER TEAMS

There are occasions, when agencies including the NSPCC, OFSTED and Complaints Team receive complaints or safeguarding concerns from parents or other third parties, which do not meet the criteria for a SPOA referral or LADO Consultation. Early Years providers also have a duty to report injuries to children which occur on the premises. These should be dealt with as follows:

- OFSTED/NSPCC Complaints, which do not meet threshold for referral to SPOA, should be passed to or discussed with the LADO to establish whether the Schools Safeguarding Officer/Standards and Learning Effectiveness Service (SLES) need to investigate.

- Any accidental injuries which happen at a childminder's home or in an Early Years setting need to be reported to OFSTED and the relevant Standards and Learning Consultant in the Early Years Improvement Team.

CONTACTS

SPOA - (1st Point of Contact for all referrals East and West of county)
Telephone: 01323 464222
Email: spoa@eastsussex.gov.uk

LADO
Telephone: 07825 782793
Email: amanda.glover@eastsussex.gov.uk

SAFEGUARDING UNIT (If LADO is on leave but consultation required)
Telephone: 01323 466606
Email: lado@eastsussex.gov.uk

MASH/DAT WEST
Telephone: 01323 747373

MASH/DAT EAST
Telephone: 01424 724144

Emergency Duty Service (EDS)
Telephone: 01273 335905 / 01273 335906

Sussex Police 999
Child in immediate danger
Child not in immediate danger 101

CP Investigations – Graeme Pawson
Graeme.Pawson@sussex.pnn.police.uk

NSPCC 0800 1111

All relevant numbers are displayed in the Staff Room, Office and Mezzanine

In an acute emergency when the child's life and health appear to be seriously at risk, call 999 for an ambulance

Policy	**Safeguarding & Child Protection**
Statutory requirement?	**Yes**
Approved	**May 2017**
Responsible Officer	**SM/FP/CC/BB**
Responsible Governor/s	**HD/KM**
Date of previous version	**March 2016**
Frequency of Review	**Annual**

Appendix 1: Child Protection Report

IT IS IMPORTANT TO SEPARATE FACT FROM FICTION

Date and time of incident	
Name of child	
Name of parent/carer	
Telephone number	
Age	
Gender	
Siblings	
Nature of disability/any communication difficulties	
Name of any known Social Worker involved	
Child's level of contact with school (e.g. pupil, sibling of pupil)	

Name of report writer	
Date of report	
What took place	
Source of information (i.e. direct or indirect disclosure)	
Observed behavioural concerns Action taken	
Have parents/carers been contacted?	

Name of Child Protection Officer contacted	
Date and time of contact	
When was Child Social Services contacted?	
Was anyone else contacted (e.g. police, GP)?	
Advice given	
Summing up	

IT IS IMPORTANT TO SEPARATE FACT FROM FICTION

Appendix 2: Designated School Officers (2016/2017)

Designated Safeguarding Lead (DSL)	**Faye Palmer**
Deputy Designated Safeguarding Lead (DDSL)	**Charlotte Cochrane**
Designated Safeguarding Persons (DSP)	**Sam Matthews** **Bekah Bulmer**
Designated Safeguarding Governor (DSG)	**Hilary Dobbie**
Deputy Designated Safeguarding Governor	**Karen Marsh**

Appendix 3: E Safety Guidelines

The School's e-Safety guidelines and practice reflect the importance it places on the safe use of information systems and electronic communications.

E-Safety encompasses not only Internet technologies but also electronic communications via mobile phones, games consoles and wireless technology. It highlights the need to educate children and young people about the benefits, risks and responsibilities of using information technology.

•e-Safety concerns safeguarding children and young people in the digital world.
•e-Safety emphasises learning to understand and use new technologies in a positive way.
•e-Safety is less about restriction and more about education about the risks as well as the benefits so we can feel confident online.
•e-Safety is concerned with supporting children and young people to develop safer online behaviours both in and out of school.

The Internet is an unmanaged, open communications channel. The World Wide Web, email, blogs and social networks all transmit information using the Internet's communication infrastructure internationally at low cost. Anyone can send messages, discuss ideas and publish material with little restriction. These features of the Internet make it an invaluable resource used by millions of people every day.

Some of the material on the Internet is published for an adult audience and can include violent and adult content. Information on weapons, crime and racism may also be unsuitable for children and young people to access. Pupils need to develop critical skills to evaluate online material and learn that publishing personal information could compromise their security and that of others. We have a duty of care to enable pupils to use on-line systems safely.

We will ensure that staff members work within the boundaries of professional behaviour by providing them with e-safety training as part of their induction and as part of their on-going CPD. Staff will be asked not to use school equipment for any use thing other than work related activities.

Staff will be expected to act as good role models in their use of ICT, the internet and mobile devices.

The education of pupils in e-safety is an essential part of our e-safety provision. Children and young people need the help and support of the school to recognise and avoid e-safety risks and build their resilience. E-safety guidance will be provided to pupils on an individual needs basis.

The school has a rolling annual subscription for web protection software. This is used on all devices accessed by pupils.

Appendix 4: Sussex Educational Premises Extremism Risk Assessment

Extremism and Awareness the Context

This document is produced to assist school and college management when undertaking the risk assessment required under the Counter Terrorism and Security Act 2015 - Prevent Duty. Under this requirement a school prioritises training and awareness for its staff and pupils to those areas which may be most relevant to them. The factors which raise a possible risk or vulnerability are not as clear cut as one might wish and thus an element of generalisation has to be introduced. Within safeguarding any attempt to provide definitive vulnerability factors will inevitably lead to incidents of false positive reporting. Therefore the outcome off the assessment is not to be considered as an indicator of risk but a guide to prioritisation of training. This document does not provide awareness training; an institution would have to commission training through its normal routes.

The factors affecting risks of radicalisation to an individual are complex but are similar to the risks of other exploitations: gangs, drugs, crime and trafficking for example. These factors can be inherent to an individual; learning difficulties, mental health or autism for example, transitory; bereavement, being a victim of crime or other crisis, or cultural; experiencing world events, family expectations or peer pressure. Safeguarding professionals are already familiar with these factors. Someone exposed to or having all of these influences may still not be subject to any extremist views, influences or ideology. This is because family, society, schools and friends can all provide protective factors. The concern is that a vulnerable person can, due to circumstances, vulnerability and lack of protective factors, become drawn into violent extremism where they are willing to use threats or violence towards indiscriminate victims to achieve their aim. In this way it is linked to hate crimes and the indoctrination that can lead to people being involved in them.

All forms of extremism are based on a grievance or dispute, be it international, environmental, economic personal or religious. The challenge is to allow and encourage legitimate peaceful and lawful debate, disagreement and protest whilst protecting and preventing people being unknowingly or unwittingly drawn into harming others. Where a person has made an informed and conscious decision to carry out criminal acts then the criminal justice system will take its course. Sometimes indoctrination linked to protest movements can result in a vulnerable person undertaking illegal and harmful direct action following malevolent encouragement or assisted their own desire for self-importance. It is clear that without others many of these persons would not have progressed to this point un-encouraged.

Specific Risks

It is assessed that the greatest risk to United Kingdom residents and interests comes from the jihadist ideology that is driving the conflict in the Middle East. They are often referred to as ‘Extreme Islamists’ but it is not linked to any recognised form of Islam. This ideology has led to individuals travelling to fight or assist in the fighting as well as for women travelling to become ‘Jihadi Brides’; the ideology is growing with a number of other groups aligning themselves to ISIS. The threat to our communities exists because those involved have stated their desire to bring terrorism to our streets, either by returning themselves, sending others or encouraging those within the UK to act independently without travelling. Within Sussex we have seen evidence of all these concerns. To enable their recruitment they utilise increasingly sophisticated and psychologically effective streams of social media, online videos, chat rooms and facilitators. The county is also encountering those who seek to fight against ISIS.

The government highlights that the Prevent strategy seeks to prevent radicalisation by all ideologies and in particular the Extreme Right Wing. Within Sussex there are groups that have actively tried to recruit individuals both online, at protests and directly. Their use of nationally recognised symbols and simple ideology can be appealing to some sections of the community. They have conducted protests, marches and publicity campaigns. Although of lesser frequency in the UK the extreme right have been linked to

several attacks, murders in this country and mass killings elsewhere. Their rhetoric is seen as divisive and used by other groups to justify their actions.

As noted above, any protest group can have extremes and a desire to be involved and lack of critical thinking has drawn individuals into situations where they cannot back out and feel obliged to carry out actions they would otherwise not even consider. We have seen students being told lies about police powers, by protest organisers, resulting in arrests and convictions. In addition dubious evidence is used to encourage people to act or support causes. These are in the minority but some individuals can become fixated and obsessed in the absence of any moderating view. Sussex has seen unlawful protest action associated with a number of legitimate campaigns issues including animal rights, ecological concerns, anti-government and foreign policy.

The internet is an ungoverned space where individuals can access almost anything they desire, for good or bad. Misconceptions about availability of media, content and technology in general can create a lack of understanding between parents and their children, or adults in general, about how information about the world is accessed and shared. This disconnect is a genuine challenge as the influence of the internet and the almost unlimited freedom to access it; day and night, comes with a risk of exposure and indoctrination for some. A similar concern exists with ungoverned places in the real world, youth groups for example, where young people can be exposed to other ideologies, either face to face or via internet broadcasts.

Individuals Factors

The Prevent process utilises a multi agency safeguarding process called Channel to support those who are reported to be at risk of radicalisation. This process operates by consent and aims to provide alternatives and assistance for individuals, their families and communities. It is a developing process. Within the academically based assessments there are number of personal factors that have been shown to create a vulnerability to radicalisation. These can be generalised as inherent, experienced and environmental.

Inherent factors are those to do with a young person; their personality, mental health, learning disability, and in particular autism, which make a person susceptible to suggestion. Experienced is what is happening in their life, bereavement, divorce, puberty, moving, break up of relationships, academic failure, self image or sexual conflict, drugs or alcohol misuse, involvement in crime; issues where an individual can feel isolated and seek another purpose or reassurance. Environmental includes responses to events not directly related to them but having an impact, poverty, being a victim of crime, having a relationship with someone involved in extremism, cultural factors including fighting against or seeking to find your own culture, finding or losing a faith where they may feel uncertain and seek direction.

Assessment Process and Considerations

Training for Prevent must sit within a prioritisation alongside other competing demands. In addition to awareness around the general prevent processes and those linked to safeguarding as set out in Keeping Children Safe in Education 2014, an institution must consider where to concentrate it activity. This will as previously mentioned lead to some generalisations. Awareness within staff members enables them to recognise extremist views and challenge them but more importantly to provide informed support for those seeking advice. Leaders and safeguarding leads should have a greater understanding than general staff and act a reference points. Prevent is not about spying or reporting individuals but at the grassroots it is about providing choices.

An institution should consider its demographics as a starting point. Those with a significant minority (or majority) population, religious, cultural or foreign diasporas should ensure that training is provided to staff to understand them. This could include training on Islam whose followers are considered most at risk of Jihadi related radicalisation if that is appropriate. White males from lower incomes families are reported

as more likely to be drawn to the extreme right wing, so a school with a significant free school meals element may consider that should be prioritised. Geographically based protest may be relevant; West

Sussex sees airport expansion and oil and gas exploration campaigns more frequently than Brighton which has Extreme Right Wing marches, anti-austerity and green campaigns and East Sussex which sees ecological and animal rights. This is not a definitive or exhaustive list. However a school or college should also consider what is ongoing in the community around them and what is prominent in the news.

Special Educational Needs Schools or coordinators within mainstream schools should consider further training around the inherent factors and the frequency with which they occur within their establishment. Likewise prevalence of crime amongst pupils and the community would indicate a need for further awareness training. Finally those institutions managing excluded or otherwise disadvantaged should have more in-depth training of the possible signs and indicators.

Governing bodies may wish to undertake a short consultation process with their staff, pupils or parents to identify areas for training. The Government and Ofsted have also published advice about promoting British Values and embedding it within curriculums which can be used as starting point for safeguarding and awareness. This assessment should to be made in conjunction with DofE publication The Prevent Duty Departmental advice for schools and childcare providers June 2015

Training Plan

The assessment should not be an arduous process and the priorities for the training should not be excessive. There is a need to include general awareness of Prevent and approved products are available from the council or through the Home Office. Specific concerns about a school make up or events will provide further indications for inclusion within an input. The intent is to empower and inform staff about the prevent duty and personalise it to the school and community; making it relevant and accessible. The following assessment tool is an example of how training needs can be easily assessed.

School Training Assessment Tool

Risk/Concern/Factor	**Assessment/ Consideration**	**Establishment Training Response**
Age of Pupils	Primary	General Prevent Awareness incorporated into Safeguarding Training
	Secondary	General Prevent Awareness training plus training to challenge
Demographic includes poverty/deprivation (Free school meals)	Low	No additional
	Above Average	Safeguarding leads to have additional Channel vulnerability training
Demographic includes culturally diverse or minority groups or	Low	No additional

religions	High	Relevant cultural and/or religious training for staff
High level of problem pupils/Exclusion or Pupil Referral Unit	No	No additional
	Yes	All staff to receive additional Channel vulnerability training
Demographic of school includes high SEN Provision	No	No additional
	Yes	SEN Support staff to receive additional Channel vulnerability training
Substantial or relevant world/local events/protest movement or concern	No	No additional
	Yes	Consider Staff and pupil additional briefing /assembly/discussion/ newsletter

Where additional training is considered then this should also be considered relevant for governors and senior management.

Referral Process

Prevent referral sit firmly within safeguarding and with all such risks some can be managed within a school environment without reference to the police or others. Where a concern is raised it should be discussed within the school, just like any other safeguarding risk. Sometimes concerns have simple explanations and discussions with families or other teachers will negate the need for onward referral. However if there are still concerns then a referral can be made through your normal safeguarding route. You can also contact your local police for further advice.

Further Information

There are many good sources of information for schools and colleges. However a first stop should be your local learning platform. Working together with other schools or joint training are all to be encouraged.

Your local Police Prevent unit may also be able to provide some advice. Prevent@sussex.pnn.police.uk

Lucy.spencer@eastsussex.gov.uk – Safer East Sussex Team (Prevent Lead)

www.prevent.gov.uk

www.ltai.info

www.preventingtragedies.org

www.preventforschools.org

www.gov.uk/government/publications/channel-guidance

www.safecampuscommunities.ac.uk/the-**prevent**-agenda

https://www.gov.uk/government/policies/counter-terrorism