

# Child Protection

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## and Safeguarding Policy Section 1

(Also see "Recruitment Policy" and "Anti-Bullying Policy")



SLT Owner: André Gushurst-Moore	Receiver: All Staff, parents, pupils and volunteers
Date: February 2022	Next Review: June 2022

**This Policy must be read, and adhered to, in conjunction with the relevant Worth School, Departmental, House and other Covid-19 Risk Assessments**

### 1. INTRODUCTION

The wellbeing of children and young people is of paramount importance to this School, and at all times Worth School ('the School') acts in consideration of what is in the best interests of the child. The School insists that child protection and safeguarding generally is the responsibility of all adults who work at Worth. In order to assist all School staff (both teaching and support) and volunteers in safeguarding the wellbeing of children, this document sets out:

- policies which are followed in the School to prevent the abuse of children;
- procedures used in the School for identifying and reporting suspected cases of abuse;
- steps which will be taken by the School to support children who have been or may have been abused.

The policies, procedures and steps set out in this document have been drawn up in accordance with the Local Safeguarding Children Board guidance, "Pan Sussex Child Protection and Safeguarding Procedures". They comply with the Government guidance in "Working Together to Safeguard Children" (2018), the Education (Independent School Standards) (England) Regulations (2014), "Keeping Children Safe in Education (KCSIE)" (2021), and the National Minimum Standards for Boarding Schools (2015).

#### 1.1. WHAT IS CHILD ABUSE?

Abuse and neglect are forms of maltreatment of a child which will give rise to a referral to Social Services and may result in further action by Social Services, the Police or other related services. Somebody may abuse or neglect a child by inflicting harm, or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting, by those known to them or by a stranger, for example via the internet. Abuse can take place wholly online or technology may be used to facilitate offline abuse. Children may be abused by an adult (both men and women) or adults, or another child or children. "Working Together to Safeguard Children" (2018) defines four categories of child abuse. These are summarised below, together with certain indicators which might lead staff or pupils to consider the possibility of abuse and therefore discussing the matter with the Designated Safeguarding Lead (DSL), following the School's "Child Protection and Safeguarding Policy".

**Physical Abuse:** Hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm. Possible indicators: cuts, bruises, burns, breaks, puncture marks, especially repeated, of unusual form in unusual sites and unexplained or inconsistent with the explanation given. Fabrication of symptoms of illness by a parent or carer can also be a form of physical abuse. Note: If you observe / suspect non-accidental injury do not attempt to make an examination and certainly do not ask a child to undress; refer the matter in the first instance to the Medical Department and to the Designated Safeguarding Lead (DSL).

**Neglect:** Persistent failure to meet a child's basic physical and / or psychological needs; can include: failure to provide adequate food and clothing, failure to provide shelter (including exclusion from home or abandonment), failing to protect a child from physical and emotional harm, failure to ensure

adequate supervision, failing to provide medical treatment, failing to provide for emotional needs. Possible indicators: child dirty, malnourished, uncared for, known or found to be unsupervised, repeatedly ill.

**Emotional Abuse:** Persistent emotional maltreatment, for example conveying to a child that they are worthless, unloved, inadequate, age or developmentally inappropriate expectations, interactions beyond the child's capability, overprotection, seeing or hearing the maltreatment of another (e.g. domestic violence), bullying, including cyberbullying. Possible indicators: child withdrawn, fearful, signs of disturbed, unusual or exaggerated behaviour, low self-esteem.

**Sexual Abuse:** Forcing or enticing a child to take part in sexual activities, whether or not the child is aware of what is happening, may include non-contact activities such as involving children in looking at or producing pornographic material, watching sexual activity or encouraging children to behave in sexually inappropriate ways. Grooming is also a form of sexual abuse. Possible indicators: distressed behaviour, aversion to certain places, people or physical contact, excessive or inappropriate interest in sexual matters. Specific physical signs are a matter for medical staff.

**Specific Safeguarding Issues:** Annex A of Keeping Children Safe in Education (2021) provides detailed information about specific safeguarding issues. It is important to bear in mind that any abuse may manifest via peer-on-peer abuse. Specific safeguarding issues include:

- **Child abduction and community safety incidents.** Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers. Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. It is important that Worth's education focuses on building children's confidence and abilities rather than simply warning them about all strangers.
- **Children and the court system.** Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17 year olds. The guides explain each step of the process, support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children.
- **Children missing education.** Going missing from education is a potential indicator of abuse or neglect and increases the risk of a child being a victim of harm, exploitation or radicalisation. Possible indicators: repeated unauthorised absence, failure to begin attending school, poor or irregular attendance, concerns about reasons for absence.
- **Children with family members in prison.** Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, NICCO, provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

- **Domestic violence** includes 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. It can encompass, but is not limited to, psychological, physical, sexual, financial and emotional abuse. Being exposed to domestic violence between older family members can be deemed emotional abuse of a family member under 16. Possible indicators: as for the other categories of abuse above, but it is important to remember that pupils aged 16 and over can be victims of domestic violence.
- **Youth violence and child criminal exploitation (CCE)** includes involvement in crime inside or outside school. Possible risk factors for becoming involved in youth violence and gangs include family disruption, poor supervision outside school, aggression, rejection by current peer group, positive attitude toward rule breaking and anti-social behaviour, substance misuse (particularly marijuana), living somewhere with high rates of youth violence, peer involvement in crime, carrying a weapon.
- **Child sexual exploitation (CSE)** is a form of sexual abuse where children are sexually exploited for money, power and status. It does not always involve physical contact and can happen online. Possible indicators: unexplained gifts and new possessions, associating with other young people involved in exploitation, older boyfriends or girlfriends, having sexually transmitted infections or becoming pregnant, changes in emotional well-being, misuse of drugs and alcohol, going missing for periods of time or regularly being late, regularly missing school.
- **County lines.** County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of “deal line”. This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children are increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network. A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children who:
  - go missing and are subsequently found in areas away from their home;
  - have been the victim or perpetrator of serious violence (e.g. knife crime);
  - are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
  - are exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection;
  - are found in accommodation that they have no connection with, often called a ‘trap house or cuckooing’ or hotel room where there is drug activity;
  - owe a ‘debt bond’ to their exploiters;
  - have their bank accounts used to facilitate drug dealing.
- **Sexual violence** can occur between children in schools. Sexual violence is understood as defined in the Sexual Offences Act of 2003, and consists of rape, assault by penetration, and sexual assault. Sexual offences take place when consent is not given to sexual activity. Consent cannot be given by a child under 13 years of age; the age of consent is 16; and sexual intercourse

without consent is rape.

- **Sexual harassment** can also occur between children in schools. Sexual harassment is unwanted conduct of a sexual nature, and it can occur online and offline. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment. Sexual harassment can include: sexual comments, stories and sexual remarks about clothes, and calling someone sexualised names; jokes or taunting; physical behaviour such as brushing against someone and displaying pictures of a sexual nature; and online sexual harassment that includes non-consensual sharing of sexual images and videos, sexualised online bullying, unwanted sexual comments and messages, and coercion and threats of sexual exploitation.
- **Modern Slavery and the National Referral Mechanism.** Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance.
- **Homelessness.** Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.
- **Cybercrime is criminal activity committed using computers and/or the internet.** It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include;
  - unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
  - denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
  - making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.
- **Honour based violence** encompasses crimes which have been committed to protect or defend the honour of the family and/or community. It includes FGM and Forced marriage:
  - **FGM** comprises all procedures involving partial or total removal of the external female genitalia or other injury to female genital organs. It is illegal in the UK and has long-lasting harmful consequences. There is a mandatory duty to report FGM (see below). Possible indicators: talking about going on a special holiday or a holiday to "become a woman", family members who have undergone FGM, a special visit from a family member from a region involved in FGM, difficulty walking, standing or sitting, spending longer in the toilet, unusual behaviour after absence from school, reluctance to undergo normal medical examinations, asking for help without being explicit about the problem, becoming more withdrawn.

- **Forced marriage** is where one or both parties do not consent to the marriage and pressure or abuse is used to marry against their will. This pressure can include physical, emotional, psychological and financial abuse. Possible indicators: Request of be absent for an extended period of time and failure to return from visits to country of family origin, persistent absence, decline in behaviour, engagement and performance, surveillance by siblings or other family members, being withdrawn from school by parents and not being provide with suitable home education, sudden announcement of engagement to a stranger, prevention from engagement with higher education application.

*A note on Bullying:* The DfE's guidance "Preventing and tackling bullying" (2014) defines bullying as: behaviour by an individual or group, repeated over time, that intentionally hurts another individual or group either physically or emotionally. e.g. physical (hitting, kicking, theft), verbal (racist or homophobic remarks, threats, name calling) and emotional (isolation from activities of or acceptance by peers). Bullying can, in the extreme, cause significant harm, including self-harm, and could therefore constitute abuse. Possible indicators: many of the above, but also including fearfulness, low self-esteem, not associating with others, self-harm, reluctance to participate in certain activities. Please refer to Worth School's "Anti-Bullying Policy".

It is important to be aware that a child may not disclose that he / she is being abused, for some of the following reasons: Fear, threats, fear of punishment, guilt or shame, lack of vocabulary, not understanding that an action against them is abuse, lack of trust, fear about the implications of telling (e.g. family break-up), abuse considered to be "normal" behaviour.

Adults may not realise that they are being told about abuse because: They believe it is not possible, they may not understand if the communication is non-verbal, they may not be receptive to disclosure, they may assume the child is imagining things or lying. Staff training at Worth is geared towards ensuring that staff are able to identify areas of potential concern, respond to children appropriately and report concerns in a timely and effective manner. If a disclosure is made which indicates that there is reasonable cause to suspect that a child is suffering, or is likely to suffer significant harm, the adult must refer immediately to the DSL who will use the procedures set out in para 3.7 below.

## 2. PREVENTION

- 2.1 We recognise that high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult help prevent abuse from occurring. The School will therefore:
- a. establish and maintain an ethos where children feel secure and are encouraged to talk, and are listened to;
  - b. ensure children know that there are adults in the School whom they can approach if they are worried or in difficulty;
  - c. include, in the curriculum, material which will help children develop realistic attitudes to the responsibilities of adult life, and in this regard the School recognises its duty to prevent children being drawn into terrorism, and other forms of extremism.
- 2.2 "The Prevent Duty" (2015):  
The School recognises its responsibilities in regard to the Prevent Duty by
- Assessing the risk of children being drawn into terrorism (see Appendix 3);
  - Demonstrating that it protects children and young people from radicalisation by having robust safeguarding policies and procedures, which staff may use to report concerns about the possible

- radicalisation of a pupil;
- Ensuring that its safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Children Board;
- Providing training to staff that gives them the knowledge and confidence to identify children at risk of being drawn into terrorism, and to challenge extremist ideas which can be used to legitimise terrorism;
- Ensuring children are safe from terrorist and extremist material when accessing the internet in School;
- Intervening as appropriate by making referrals to Channel (see Appendix 4) or Children's Social Care;
- Ensuring that visiting speakers are suitable and appropriately supervised (see "Visiting Speaker protocol", an appendix of the "Visitors Policy").

2.3 We recognise the need to establish suitable safeguards with regard to staff at the School:

- a. All staff must be subject to the statutory child protection checks on appointment. In addition, all adults living in School accommodation on site will also be subject to the statutory checks. The Head Master and Governors are responsible for ensuring that inappropriate people are not appointed to teaching positions or positions that will bring them into significant contact with pupils. This will be achieved by the School operating according to safe recruitment procedures (including DBS checks). Please see the School's "Safer Recruitment Policy". This policy also reflects the good practice outlined in the DfE's Guidance Booklet "Safeguarding Children and Safer Recruitment in Education" (2011).
- b. Mrs Mary Coller has been appointed as the member of the Governing Body responsible for Child Protection and Safeguarding matters. In the case of allegations against a member of staff or volunteer, the matter will be immediately referred to the Head Master, or in his absence, the Chair of Governors, who may consult with the Designated Governor, Mrs Mary Coller, the Designated Safeguarding Lead (DSL), Mr André Gushurst-Moore, Second Master, (Tel: 01342-710229, email: [agushurstmoore@worth.org.uk](mailto:agushurstmoore@worth.org.uk)) or Mr Mark Macdonald, Assistant Head Pastoral, first Deputy Designated Safeguarding Lead (first Deputy DSL) (Tel: 01342-710260, email: [mmacdonald@worth.org.uk](mailto:mmacdonald@worth.org.uk)) and the Local Area Designated Officer (LADO) will be contacted following the procedures outlined below (see 3. "Procedures"). Similarly, if the allegation is against the Head Master, it will be referred to the Chair of Governors who will inform the LADO as well as the Designated Governor, Mrs Mary Coller and the DSL, Mr André Gushurst-Moore. The nominated Governors and staff for safeguarding also lead on the Prevent duty.
- c. Where possible we gain assurances that appropriate child protection checks and procedures apply to any staff employed by other organisations who are working with the School's pupils on another site.
- d. Staff, including cleaning and maintenance staff, should be sensitive to pupils' privacy when entering boarding accommodation.
- e. Staff are advised not to make arrangements to meet with individual pupils in private rooms and to follow the "Staff Prudence Guidance and Code of Conduct". In addition to the rooms with public access, for the purpose of pastoral care, the "Staff Prudence Guidance and Code of Conduct" designates the following areas as public rooms:



Head Master's office  
Second Master's and Deputy Heads' offices (Academic, Pastoral,  
and Co-curricular and Partnerships)  
Assistant Heads' offices (Sixth Form and Pupil Progress)  
HsMs' offices  
School Counsellor's room  
Surgery and Medical Department

- f. Staff are further advised not to socialise with individual pupils and must be aware at all times of their professional responsibilities. A close friendship or exclusive relationship between a member of staff and a pupil of either sex must not occur.
- g. Staff should not engage in inappropriate electronic communication with pupils.
- h. Physical contact with pupils can be appropriate in some circumstances, such as giving comfort and reassurance, and restraining children in an emergency. However, staff must be aware that innocent actions can be misconstrued and should always seek advice when in doubt.
- i. House staff are responsible for ensuring that pupils are aware of procedures for getting help when necessary and know the School's complaints procedure. Pupils must have access to private telephones and their mail must be considered as private.
- j. Parents and pupils will be made aware of ISI and Ofsted as further avenues for reporting concerns in relation to child abuse and welfare. Contact details will be published in the "Parents Handbook" and the "Pupil Handbook".
- k. House staff must keep records of all disciplinary matters, health and accident reports, and any complaints relating to the emotional or developmental welfare of pupils.

2.4 The School recognises the need for children to be taught how to keep themselves safe, including online (see 2.5 below). Aspects of keeping safe such as playing their part in the School's safeguarding culture and awareness of online grooming are included in new pupil safeguarding induction. The taught PSHE programme covers aspects of keeping safe as appropriate to particular year groups and there are periodic assemblies on the theme of keeping safe. Where relevant, talks to parents on include ways of supporting their child to keep safe.

2.5 The School takes a number of measures to support pupil safety online. These measures include:

- Filtering the School IT network, and monitoring of pupil activity
- Monitoring and restriction of pupils' access to mobile devices, so that screen-time is not excessive
- PSHE sessions and School assemblies on keeping safe online
- Seminars for parents on online safety

(See the School's policies on Information Systems, Mobile Devices and PSHE for more detail.)

### 3. PROCEDURES

3.1 What follows are the normal reporting procedures, although staff may make direct referrals if they feel this is necessary. All staff are urged to share their concerns with the DSL or Deputy DSL as soon as they can, to allow for early help. The DSL may at any point discuss any concern or allegation with the LADO or Integrated Front Door (IFD) on an anonymous basis. In any case involving serious harm, the Police will be contacted immediately. In the case of risk of serious harm, a referral will be made to IFD immediately. Consideration will be made of whether referral to the Teaching Regulation Agency (TRA) is necessary, if there is a case of unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction, at any time, for a relevant offence.

### 3.2 Alleged Sexual Abuse

No investigation following an allegation will take place until the LADO has been contacted. Consultation may be anonymous in the first instance. In cases of serious harm, the Police should be informed from the outset.

Alleged sexual abuse is defined as actual or likely sexual abuse involving exploitation of a child under 18. Any judgment as to whether or not abuse has taken place is likely to involve taking into account the age and maturity of the different participants in conjunction with consideration of their motives.

All incidents of sexual activity involving a pupil should be treated as abusive until such time as the DSL and Head Master have established that the incident is not abusive.

The School has a clear prudence code for staff, which must be strictly adhered to at all times (see "Staff Prudence Guidance and Code of Conduct" in the "Teaching Staff and Support Staff Handbooks").

### 3.3 Cases of Allegations of Sexual Abuse

#### a. By a victim

If an allegation is made of alleged abuse by any person other than a member of staff (see section 3.3 c. below), the following procedure applies:

The pupil should be listened to and reassured. The pupil must be informed that information given may have to be passed on to the relevant personnel, including the relevant child protection agencies.

The member of staff to whom the allegation is made should stay with the pupil as far as possible and comfort them. It may be appropriate for clarification to be sought from the pupil if their account is unclear but members of staff should never investigate allegations themselves, but should report them as soon as possible to the DSL. The member of staff should not ask the pupil to repeat the story to others, unless necessary. The initial discussion with the pupil must not involve prejudicial prompting and should be recorded on paper as soon as practicable. See the 10 Key Points at the end of this policy for further information.

When a member of staff is told of a case of alleged abuse, he / she should inform the DSL as soon as possible. The DSL will inform the Head Master, and the pupil's Housemaster / Housemistress of the concerns, unless there are reasons why they should not be informed. If the DSL is not available, the member of staff should inform the Deputy DSL.

The DSL, after hearing the substance of the allegation, will contact Children's Social Care, via the West Sussex Safeguarding Children Partnership's Integrated Front Door (IFD), within 24 hours of the disclosure or suspicion of abuse. Where the allegation is against one or more pupils, the same procedure will be followed.

#### b. By a third party

Any formal allegation of sexual abuse made to a member of staff must be reported to the DSL without discussion with any other member of staff. Staff should be aware that an allegation may be made by a third party and be ready to respond in line with this policy. If a formal allegation is made to the Head Master he shall, after hearing the substance of the allegation, refer the matter to the DSL who will contact the West Sussex Safeguarding Children Partnership's Integrated Front Door (IFD).



Usually, parents of the alleged victim will not be told of the allegation or that Social Services are being informed, until Social Services have agreed that they should be informed.

Third parties reporting allegations of abuse of any kind will be advised not to share their allegations with anyone other than the DSL in order to protect the integrity of external agency processes.

**c. Against a member of staff**

If the allegation is against a member of staff or volunteer, the matter should be immediately reported to the Head Master. If such a formal allegation is made to the Head Master he shall, after hearing the substance of the allegation, discuss the matter with the DSL and contact the LADO to seek advice. The School will not undertake its own investigation of an allegation without prior consultation with the LADO, or in the most serious cases with the Police, so as not to jeopardise any potential statutory investigation. Within this context, every effort will be made to avoid unnecessary delays in dealing with the matter and a quick resolution of the allegation will be a priority for the School, for the benefit of all concerned, as long as correct procedure is followed.

If the allegation is against the DSL, the Head Master will report it to the LADO. If the allegation is against the Head Master, it will be referred to the Chair of Governors who will inform the LADO as well as the Designated Governor, Mrs Mary Collier and the DSL. If the allegation is about a monk, the same procedures will be followed as for any other member of staff. Following consultation with the LADO, the DSL will also inform Abbot Mark Barrett, the Abbey safeguarding lead (RSL).

Clearly, if any of the people mentioned above are subjects of an allegation they should not be involved in the process. Any allegations against staff will be dealt with in accordance with the procedures in the "Keeping Children Safe in Education (KCSIE)" (2021) and the reporting restrictions preventing the identification of a teacher who is the subject of such an allegation in certain circumstances will be observed.

**3.4 Allegations of Other Abuse**

These may be about physical abuse, emotional abuse or neglect. The procedure should be the same as for sexual abuse set down in 3.2.

The School has a separate policy regarding bullying (See the "Anti-Bullying Policy" in the "Parents Handbook" or on the School website). In some cases, bullying may be treated as abuse.

Procedures will be updated by the DSL when required.

**3.5 Designated Staff for Child Protection**

The School will ensure it has a designated senior member of staff who has undertaken appropriate training in Child Protection and Inter-Agency working: this is the Designated Safeguarding Lead (DSL). He or she will be responsible for referring child protection concerns to the West Sussex Safeguarding Partnership, via the Integrated Front Door (IFD) or the LADO, depending on the nature of the concern or allegation. At the moment the Designated Safeguarding Lead (DSL) is Mr André Gushurst-Moore.

Mr Mark Macdonald has also undertaken the required training and is so referred to as the first Deputy Designated Safeguarding Lead. Other Deputy Designated Safeguarding Leads are Ms Alexandra Burnham and Ms Jo Harvey-Barnes. In the absence of the DSL, reports of suspected abuse should be made to Mr Mark Macdonald (first Deputy DSL) (apart from allegations about staff which should be referred directly to the Head Master (see 3.3 iii above). The DSL and Deputy DSLs form the School's Safeguarding Management Committee.

### 3.6 Staff Responsibilities

- a. All staff and volunteers must be aware of their responsibility to refer upwards any matters for concern and should never try to deal with a problem without seeking advice and without informing the DSL. Staff must not attempt to investigate allegations or suspicions themselves.
- b. Pupils' revelations must be treated with appropriate confidentiality but it must be made clear to pupils wishing to disclose matters of abuse that the 'confidant' may need to take the matter further.
- c. Any member of staff who suspects or hears an allegation of abuse of a pupil, whether by another pupil, a member of staff or by someone outside the School, or who has any concern about the School practices or the behaviour of colleagues which is likely to put pupils at risk of abuse or serious harm must report their concern immediately to the DSL. The decision to proceed to formal investigation will only be taken after preliminary discussion with the LADO, then appropriate discussion and confidential professional advice. Members of staff will not be subject to disciplinary action or detrimental treatment where they have "whistleblown" in good faith. (See "Whistleblowing Policy for Teaching and Support Staff").
- d. It is mandatory for all teachers to report to the Police cases where they discover that an act of Female Genital Mutilation appears to have been carried out. All staff and volunteers must report cases, or suspected cases, of FGM to the DSL as a child protection matter.
- e. Pupils who go missing from School, particularly on repeat occasions, and for no accountable reason, must be reported to the DSL, who will arrange for the School Office to report the child to the local authority.
- f. Pupils who are a concern but are not at risk of serious harm will be assessed according to LSCB reporting thresholds.
- g. There is no conflict with data protection legislation and safeguarding, and staff should not consider data protection a reason not to report safeguarding concerns.
- h. All staff have a responsibility to share low-level concerns about staff that do not necessarily cross safeguarding thresholds with the DSL team. Low-level concerns should be recorded in writing as a neutral notification by a member of the DSL team and should include details of the concern, context in which the concern arose and the action taken and these details will be added to the Neutral Notifications Log. The name of the person sharing the neutral notification should also be recorded, although wishes for anonymity shall be respected where reasonably possible. The Neutral Notifications Log should be reviewed on a termly basis by the DSL team so potential patterns of concern can be identified and acted upon as necessary. Possible action could include changes to the Staff Prudence Guidance and Code of Conduct or a referral to the LADO if the accumulation of notifications is deemed to meet the harms threshold.

### 3.7 Reporting Abuse

In line with the "Pan Sussex Child Protection and Safeguarding Procedures", the DSL will report any case of suspected abuse to the West Sussex Safeguarding Children Partnership, via the Integrated Front Door (IFD) or the LADO, making it clear at the outset that child abuse is the subject of the call. The DSL will ensure that clear information is prepared for the referral form with a member of staff involved in the case and sent to the Integrated Front Door (IFD), or to the LADO, depending on the nature of the referral (see 3.3 above).

Working Together to Safeguard Children (2018) states that:

All practitioners should not assume that someone else will pass on information that they think may be critical to keeping a child safe. If a practitioner has concerns about a child's welfare and considers that he or she may be a child in need or that the child has suffered or is likely to suffer significant harm, then they should share the information with local authority children's social care and/or the police.

While the majority of contact with external safeguarding services will normally be dealt with by the DSL team, anyone is able to contact West Sussex IFD for safeguarding advice or to make a referral if they have concerns about a child's welfare or safety. The West Sussex IFD contact details can be found on Page 19.

(For further details of the referral process please see Appendix 6 and the "Pan Sussex Child Protection and Safeguarding Procedures Manual", available on the West Sussex County Council website.)

### 3.8 Child Protection Training

The School will:

- a. ensure that members of staff are aware of the need to be alert to signs of abuse and know how to respond to a pupil who may tell of abuse; this will involve training in child protection (updated every year) for the Head Master and all staff; temporary staff and volunteers who work with children will be trained in the safeguarding arrangements. Induction training on the School's child protection procedures will be provided to all newly appointed staff and volunteers. All new staff are provided with a copy of the School's "Child Protection and Safeguarding Policy"; the "Staff Prudence Guidance and Code of Conduct"; the identity of the DSL; and a copy of Part One of "Keeping Children Safe in Education (KCSIE)" 2021 including Annex A, included in the "Staff Handbook". All staff are trained to manage a report of child on child sexual violence and sexual harassment.
- b. ensure that parents have an understanding of the responsibility placed on the School and staff for child protection. Referrals will be made if required as an integral part of the School's pastoral care of its pupils.
- c. provide training for all staff, Year 12 pupils and School Prefects so that they know:
  - i. their personal responsibility;
  - ii. the School procedures;
  - iii. the need to be vigilant in identifying cases of abuse;
  - iv. how to support a child who tells of abuse.
- d. provide a copy of Part One and Annex A of the DfE guidance, "Keeping Children Safe in Education (KCSIE)" 2021, and inform staff that they are required to read it.
- e. In addition to the role of the DSL and DDSL, the School will explain, in annual safeguarding training, the "Child Protection and Safeguarding Policy"; the "Staff Prudence Guidance and Code of Conduct"; the "Pupil Behaviour Policy"; the safeguarding response to children missing education; and online safety.
- f. Staff training and induction will **explain** the "Child Protection and Safeguarding Policy", the "Staff Prudence Guidance and Code of Conduct", the "Pupil Behaviour Policy", the safeguarding response to children missing education, the role (and identities) of the DSL and DDSL, and online safety.

- g. Staff training and induction will **provide** the "Child Protection and Safeguarding Policy", the "Staff Prudence Guidance and Code of Conduct", the "Children Missing Education Policy", Part One of KCSIE, and the job description of the DSL and DDSL (as an appendix to the "Child Protection and Safeguarding Policy").

### 3.9 Other School Responsibilities

The School will:

- a. notify the local Social Services team if:
  - i. it has to exclude a pupil with a child protection plan either for a fixed term or permanently;
  - ii. if there is an unexplained absence of a pupil with a child protection plan of more than two days duration from School (or one day following a weekend);
- b. work to develop effective links with relevant agencies and co-operate as required with their investigation of child protection matters;
- c. keep written records of concerns about children (noting the date, event and action taken), even where there is no need to refer the matter to Social Services immediately. Such records will be kept secure and in a locked location, separate from other School records; this may be via MyConcern or other secure software. These records will be made available to succeeding Head Teachers and to Inspectors;
- d. ensure that medical confidentiality is respected and the School Medical Department adheres to the requirements of the "Children Act" (2004) and "Every Child Matters";
- e. take appropriate action when an allegation is made against a member of staff. Suspension of a member of staff is not automatic but will take place if deemed appropriate after careful consideration of the issues with the appropriate professional and legal advice;
- f. the Head Master will report to the Disclosure and Barring Service, as soon as reasonably practicable and in any event within one month of leaving the School, any person (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she is considered unsuitable to work with children or if the School would have ceased to use his or her services due to concerns regarding his or her suitability to work with children had the individual not left the School for another reason (e.g. resignation, retirement);
- g. the Head Master will ask the member of staff temporarily to vacate any accommodation provided by the School during the suspension and pending the outcome of any investigation and disciplinary process. The same arrangements will apply to any resident of a property attached to boarding accommodation, who is not a member of staff but is under investigation in relation to a child protection matter;

## 4. SUPPORTING THE PUPIL AT RISK

- 4.1 We recognise that children who are abused or witness violence may find it difficult to develop a sense of self-worth and to view the world as benevolent and meaningful. They may feel helplessness, humiliation and some sense of self-blame. Children at risk of harm must be reported to the IFD immediately, and also to the LADO if their risk of harm is from a member of staff.
- 4.2 School may be the only stable, secure and predictable element in the lives of children at risk. Nevertheless, when at School their behaviour may be challenging and defiant or they may be withdrawn.

- 4.3 The School will endeavour to support the pupil through:
- a. The content of the curriculum to encourage self-esteem and self-motivation;
  - b. The School ethos which seeks to promote a positive, supportive and secure environment and to give pupils a sense of being valued;
  - c. The School's behaviour policies are aimed at supporting all pupils in School, including those that may be vulnerable. Where appropriate staff will challenge unacceptable behaviour but will be mindful of the potential cause;
  - d. Staff endeavouring to ensure the pupil understands that they are valued and are not to be blamed for any abuse which has occurred;
  - e. Liaison with other agencies who support the student such as Social Services, Child and Adolescent Mental Health Services, educational psychology services, youth justice and behaviour support services;
  - f. Keeping records and notifying Social Services if there is a recurrence of a concern.
- 4.4 When a pupil with a child protection plan leaves, we will transfer information to the new School immediately and inform the DSL of that School.
- 4.5 In a case of peer on peer abuse, all the children involved, whether perpetrator or victim, are treated as being 'at risk', and referrals will be made for all pupils involved.

## **5. SUPPORTING THE PUPIL IN NEED**

- 5.1 The School recognizes that it has a responsibility, as part of its duty of care, to pupils who are not necessarily 'at risk' but may be 'in need' in a more general sense, either for all of their time in the School, or for a limited period. All staff must be aware of the need for early help in order that problems do not escalate, and staff are encouraged to share their concerns with the DSL or Deputy DSL as soon as problems emerge.
- 5.2 The School's "Spiritual and Emotional Wellbeing Policy" provides a common framework and statement of commitment by the School, which will continue to develop its practice for the good of all pupils.
- 5.3 The School, as part of its duty of care to all pupils, differentiates within its pastoral care systems to respond to the particular needs of all pupils. The pastoral care of pupils is focused on the House system, and includes the housemaster or housemistress, the pupil's tutor, and the chaplains.
- 5.4 Pupils in need in the sense meant here include those who may be suffering bereavement, accident, injury, chronic medical conditions, low self-esteem, depression, the early stages of eating disorders or self-harming, and any pupils whose misbehaviour is threatening in an acute way their future in the School. The School's pastoral and medical procedures aim to mitigate where possible the effects of conditions, circumstances or dispositions on pupils' present or future success and well-being.
- 5.5 Particular measures currently in place to help ensure the best possible outcomes for pupils in need include:

- a. Welfare plans that set out particular strategies, including review dates and persons responsible for different elements of the plan;
- b. Medical plans formulated in the Medical Centre, and including input from House staff, to support pupils with health-related issues;
- c. The 'Watch List' of pupils for whom staff need to be particularly aware;
- d. Regular review of welfare plans and 'Watch List' at pastoral staff meetings;
- e. Frequent communication between pastoral staff and medical staff to ensure joined-up care.

5.6 The School works with external agencies, for example CAMHS and the social services, where helpful, necessary or appropriate. This includes the Common Assessment Framework (CAF) and Team Around the Child (TAC) approaches.

## **6. SUPPORTING GOOD MENTAL WELLBEING**

- 6.1 The School recognises the link between mental health and safeguarding, and staff are trained to be aware that mental health problems can be an indication of abuse, neglect or exploitation, and that adverse experiences, like abuse and neglect, can have a lasting impact on a child's mental health, behaviour and education.
- 6.2 While only professionals should diagnose mental health problems, staff are trained to identify behaviour which may indicate that a child is experiencing a mental health problem or is at risk of developing one.
- 6.3 Staff should immediately raise any mental health concerns which are also safeguarding concerns with the DSL or deputy and follow the child protection and safeguarding policy.

## **7. BULLYING AND PEER ON PEER ABUSE**

- 7.1 Our policy on bullying is set out in a separate document. (Please refer to the "Anti-Bullying Policy" in the "Parents Handbook" or on the School website). Should the child be seen to be suffering, or at risk of suffering, significant harm, a referral will be made to Children's Social Care immediately.
- 7.2 The School undertakes the following procedures to minimise the risk of peer on peer abuse: the PSHE programme, staff training so that low level negative peer-to-peer behaviour is challenged, publicising a range of contacts for pupils to access, application of the policy relating to positive pupil behaviour and relationships.
- 7.3 The School recognises that peer on peer abuse may be of a sexual, physical or emotional nature and that it may happen both inside and outside of school, as well as online . It includes the following:
  - Sexual violence;
  - Sexual harassment;
  - Upskirting;
  - Physical abuse;
  - Bullying including cyberbullying;
  - Gender-based violence / violence against women and girls;
  - Homophobic abuse;
  - Racial abuse;
  - Relationship abuse;
  - Sexting (youth-produced sexual imagery [YPSI], including the consensual and non-consensual



- sharing of nudes and semi-nude imagery);
- Causing someone to engage in sexual activity without consent (e.g. forcing someone to strip, touch themselves sexually, showing someone pornography, or forcing to engage in sexual activity with a third party);
- Initiation/hazing-type violence and rituals;
- So-called 'banter' and teasing;
- Exclusion of others from the peer group.

No form of abuse will be tolerated or passed off as 'banter', 'just having a laugh', 'boys being boys', or part of 'growing up'.

- 7.4 Victims and perpetrators of peer on peer abuse are supported through the School's pastoral care and disciplinary systems, and if necessary welfare plans and contracts of behaviour will support all pupils involved.
- 7.5 Reports of peer on peer abuse must be made to the DSL immediately, and the DSL will consider the response on a case by case basis, as per the procedures outlined above. Allegations of peer on peer abuse, if considered to be sufficiently serious, are investigated according to the procedures outlined in paragraph 3 above, and the School will refer to the DfE guidance in "Sexual violence and sexual harassment between children in schools and colleges" (December 2017; updated July 2021). If not considered to be sufficiently serious, allegations are investigated, recorded and dealt with under the School's Anti-Bullying Policy. It is recognised that reports of sexual violence and sexual harassment between pupils are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure.
- 7.6 The School recognises the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys the perpetrators), but all peer on peer abuse is unacceptable and will be taken seriously. Pupils with SEND are also likely to be more vulnerable to abuse. The School also recognises that, although cases of peer on peer abuse may not be reported, such abuse may still be taking place, and is simply not being reported.
- 7.7 In the case of reported youth-produced sexual imagery, the School will investigate the contents of pupils' mobile devices and confiscate devices and images as necessary. (See the School's policy on "Images" and "Searching and Confiscation"). Staff confiscating such devices are advised not to search the device for images, or view images, but take the device directly to the Second Master. They should also tell the Second Master if the child has shown them an image prior to confiscation. If any indecent images of children, or apparently of children, are found they will be reported immediately to the Police. Confiscated materials and devices are stored under lock and key in the Second Master's office to await removal by the Police. Both storage and removal are logged. The School takes note of advice on sexting from the Child Exploitation Online Protection Centre (CEOP). The School recognises that YPSI incidents from a previous school may impact upon pupils during their time at Worth and that such pupils may need support. The School's policy on Mobile Devices is set out in a separate document.

## **8. CHILDREN MISSING EDUCATION**

- 8.1 All children are entitled to a full-time education, regardless of their circumstances. All staff need to be aware that children going missing from education can be a warning sign of safeguarding considerations. West Sussex County Council's guide for Children Missing Education and Removal from Roll Process is followed by the School.
- 8.2 Maintaining an accurate and up-to date admissions register is important in this regard. Parents therefore have a responsibility to provide accurate information when a pupil joins the School and to

inform the School of any changes promptly and whenever they occur e.g. changes in a pupil's home address, parental contact details or pupil education arrangements.

- 8.3 The School seeks to work with parents to facilitate pupil access to education where there are challenges around attendance. Parents are encouraged to share any such challenges with their child's Housemaster/Housemistress at an early stage so that support can be put in place before a significant amount of education has been missed.
- 8.4 Pupil attendance is monitored through the daily registration process. Attendance issues including unauthorised absence, patterns of absence and poor or irregular attendance can indicate increased risk of abuse and neglect, including sexual or criminal exploitation. Housemasters/Housemistresses follow up on emerging attendance issues and may request supporting evidence for absence.
- 8.5 The DSL/DDSL will seek advice from external agencies such as West Sussex's Pupil Entitlement unit, West Sussex IFD or a pupil's local safeguarding children partnership when a pupil's level of absence or reasons given for pupil absence raise particular concern.
- 8.6 ("Parents" in this context refers to those with parental responsibility for the pupil)

#### **9. CHILDREN WITH STATEMENTS OF SPECIAL EDUCATIONAL NEEDS**

We recognise that statistically children with behavioural difficulties and disabilities are most vulnerable to abuse. If the School admits children with profound and multiple disabilities, cerebral palsy, sensory impairment and or emotional behaviour problems it will ensure that School staff who come into contact with such children are particularly sensitive to signs of abuse.

#### **10. SAFER RECRUITMENT PROCEDURES**

Our policy on Safer Recruitment is set out in a separate document. (Please refer to the "Safer Recruitment Policy" for Worth School and Worth Abbey).

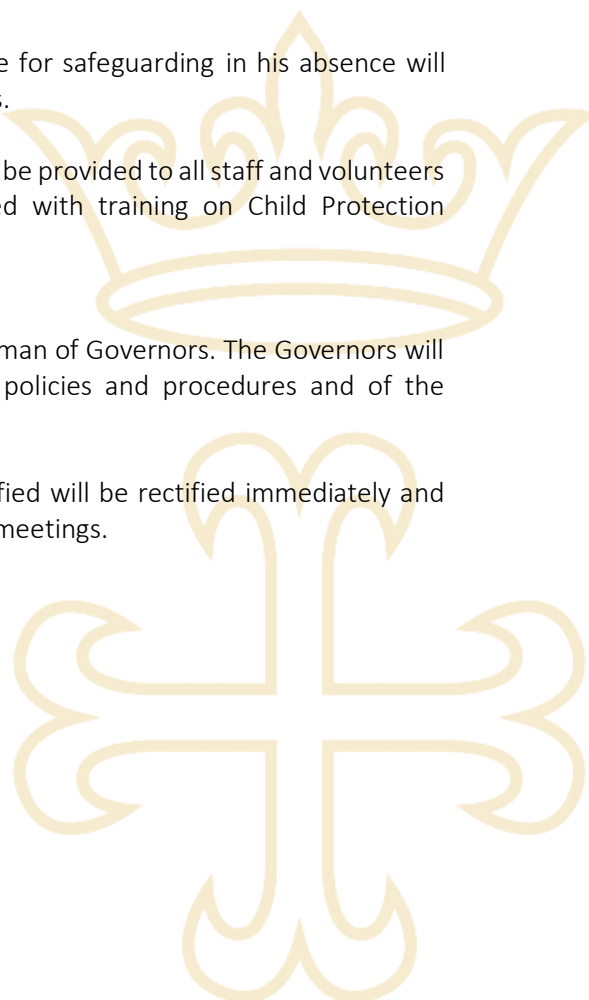
#### **11. STAFF TRAINING**

- 11.1 The DSL and any other designated members of staff responsible for safeguarding in his absence will undertake recognised training in child protection every two years.
- 11.2 Induction training on the School's child protection procedures will be provided to all staff and volunteers newly appointed. Teaching and Support staff will be provided with training on Child Protection arrangements and issues at least every three years.

#### **12. GOVERNORS**

The DSL will report termly to the Designated Governor and Chairman of Governors. The Governors will undertake an annual review of the School's child protection policies and procedures and of the efficiency with which the related duties are discharged.

- 13. Any deficiencies with this policy and procedures that are identified will be rectified immediately and where necessary within the scheduled timetables of Governors' meetings.



## CHILD PROTECTION AND CHILD ABUSE

### Ten Key Points to follow if you suspect, or are told, of abuse

Adults looking after children or young people in Schools should be aware of the risks of abuse (by adults or other young people), and take steps to reduce those risks.

Adults in charge of children or young people should know what to do if they suspect that someone is being physically or sexually abused, or if someone tells them that this is happening. The following key points give a guide on what to do and not to do:

1. Always stop and listen straightaway to someone who wants to tell you about incidents or suspicions of abuse.
2. If you can, write brief notes of what they are telling you while they are speaking (these may help later if you have to remember exactly what was said) - and keep your original notes, however rough and even if you wrote on the back of something else (it's what you wrote at the time that may be important later - not a tidier and improved version you wrote up afterwards!). If you don't have the means to write at the time, make notes of what was said as soon as possible afterwards.
3. Do not give a guarantee that you will keep what is said confidential or secret - if you are told about abuse you have a responsibility to tell the right people to get something done about it (see below). If asked, explain that if you are going to be told something very important that needs to be sorted out, you will need to tell the people who can sort it out, but that you will only tell people who absolutely have to know.
4. Don't ask leading questions that might give your own ideas of what might have happened (e.g. "did he do x to you?") - just ask "what do you want to tell me?" or "is there anything else you want to say?"
5. Immediately tell the Designated Safeguarding Lead (DSL), currently Mr André Gushurst-Moore, or Mr Mark Macdonald (first Deputy DSL), or another Deputy DSL, unless they are themselves accused or suspected of abusing - don't tell other adults or young people what you have been told.
6. Discuss with the DSL whether any steps need to be taken to protect the person who has told you about the abuse.
7. Never attempt to carry out an investigation of suspected or alleged abuse by interviewing people, etc. - Social Services and Police staff are the people trained to do this - you could cause more damage and prejudice possible criminal proceedings.
8. As soon as possible, the DSL should refer the matter to the local Children's Social Care (helped by your notes).
9. Never think abuse is impossible in your School or group, or that an accusation against someone you know well and trust is bound to be wrong.
10. Children and young people often tell other young people, rather than staff or other adults, about abuse - make sure that your senior young people, such as prefects, know the points on this sheet as well as the responsible adults.

## Signs of Abuse

Children and young people often find it very difficult to talk about the abuse they are experiencing. So, adults have a vital role to play in looking out for the possible signs.

Although it is sometimes hard to be 100 per cent certain that a child is being abused, these are some of the signs to watch out for:

- A child who is often bruised or injured;
- A child who is often very withdrawn;
- A child who is often very dirty or smelly;
- A child who is often hungry, or under or over-dressed for the time of year;
- A child who is often left at home alone;
- A child who is often left in unsafe situations, or without medical attention when they need it;
- A child who is constantly 'put down', insulted, sworn at or humiliated;
- A child who seems very afraid of particular adults, and reluctant to be alone with them;
- A child who has unexplained changeable emotions, such as depression, anxiety or severe aggression;
- A child who shows sexual knowledge or behaviour that is inappropriate for their age;
- A child who is growing up in a home where there is domestic violence;
- A child who is living with parents or carers who are involved in serious drug or alcohol abuse.

In some cases, these signs may have an acceptable explanation. On the other hand, this list does not cover every possibility. You may see other things in the child's behaviour or circumstances that worry you.

(from the NSPCC, [www.nspcc.org.uk](http://www.nspcc.org.uk))

## USEFUL CONTACTS

### **West Sussex Social Services Integrated Front Door (IFD))**

01403 229900

[wschildrenservices@westsussex.gov.uk](mailto:wschildrenservices@westsussex.gov.uk)

### **The Local Authority Designated Officer (LADO), Donna Tomlinson and Miriam Williams**

**Assistant LADO: Sally Arbuckle**

0330 222 6450

[LADO@westsussex.gov.uk](mailto:LADO@westsussex.gov.uk)

### **West Sussex Safeguarding Children Partnership**

0330 222 7799

[wsscp@westsussex.gov.uk](mailto:wsscp@westsussex.gov.uk)

### **Childline**

0800 1111

### **Independent Schools Inspectorate**

CAP House

9 - 12 Long Lane

London

EC1A 9HA

Telephone 020 7600 0100

Fax 020 7776 8849

### **Disclosure and Barring Service**

PO Box 181, Darlington, DL1 9FA.

**Telephone: 01325 953 795.**

Email: [dbsdipatchteam@dbi.gsi.gov.uk](mailto:dbsdipatchteam@dbi.gsi.gov.uk)

The NSPCC 'what you can do to report abuse' dedicated helpline is available as an alternative route for staff who do not feel able to raise concerns regarding child protection failure internally or have concerns about the way a concern is being handled by their school or college.

Staff can call: 0800 028 0285 – line is available from 8:00 AM to 8:00 PM, Monday to Friday and Email:

[help@nspcc.org.uk](mailto:help@nspcc.org.uk)

## Child Protection and Safeguarding Policy

### Appendix 1 – Dealing with Allegations of Abuse against Teachers, Other Staff and Volunteers

(References to staff in this process include all staff employed or engaged by Worth School or Worth Abbey, including part-time staff, contractors, volunteers and casual staff).

#### Introduction

These procedures should be followed in all cases in which there is an allegation or suspicion that a person working, or who is in contact, with children has:

- Behaved in a way that has harmed a child, or may have harmed a child;
- Possibly committed a criminal offence against or related to a child; or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm if they work regularly or closely with children.

The allegations will be considered within the four categories of abuse i.e. physical, sexual, emotional abuse and neglect. They also include concerns relating to inappropriate relationships between adults and children or young people, for example:

- Having a sexual relationship with a child under 18 if in a position of trust in respect of that child;
- Grooming i.e. meeting a child under 16 with intent to commit a relevant offence or grooming behaviour e.g. inappropriate text / email messages or images, gifts or socialising etc.
- Possession of abusive images of children.

Confidentiality will be upheld as far as possible at all times.

All members of the Worth community are entitled to receive care and protection from harm. We will not accept inappropriate behaviour towards children, staff or volunteers and will ensure that any concerns or allegations of impropriety are dealt with quickly, fairly and sensitively.

Any staff disclosing information regarding inappropriate behaviour by colleagues will be listened to and supported.

Parents of a child allegedly abused by a member of staff or other adult will be kept informed of the progress and outcome of any investigation.

Any member of staff facing investigation into an allegation of abuse will be offered appropriate access to professional and personal support networks, and will be kept informed of the progress and outcome of any investigation.

#### Process

An allegation against a member of staff / volunteer may arise from a number of sources e.g. a report from a child, a concern raised by another adult in the School or community, or a complaint by a parent or carer.

The person to whom the allegation or concern is first reported should treat the matter seriously and keep an open mind. He / she should not:-

- investigate or ask leading questions if seeking clarification;
- make any assumptions or offer alternative explanations; or



- promise confidentiality, but can give assurance that the information will only be shared on a “need to know” basis.

He / she should:-

- make a written record of the information, including time, date and place of incident, persons present and what was said;
- sign and date the written record;
- immediately report the matter to the appropriate person (*Figure 1*).

**Figure 1 - Summary of Process for reporting allegation of abuse**

Allegation against...	Report to.....	Head Master will....	Head Master
Member of staff or volunteer, including supply staff	Head Master	Discuss with Designated Safeguarding Lead (DSL)	Contact LADO for advice. School only investigates after consultation with LADO
Designated Safeguarding Lead (DSL)	Head Master		Report to LADO
Head Master	Referred to Chair of Governors who will: 1)Inform LADO 2)Inform Designated Governor		
Member of monastic community	Head Master	Discuss with Designated Safeguarding Lead (DSL) who will contact the LADO for advice, before discussing with the designated monk for Child Protection matters in the monastery	Contact LADO for advice. School only investigates after consultation with LADO

Please see Appendix 6 for wider safeguarding processes as directed by KCSIE (2021)

### Suspension

- Where an allegation is made against a member of staff, the risk of harm to children posed by the accused member of staff should be evaluated. Suspension must not be an automatic response to an allegation, and should be considered only in cases where:
  - there is cause to suspect that a child or other children at the School is / are at risk of significant harm should the member of staff remain in School; or
  - the allegation is so serious as to constitute potential grounds for dismissal.
- The School can seek advice from the LADO on suspension if this is felt necessary. If the LADO, Police and children's social care have no objections to the member of staff continuing to work whilst an investigation

is ongoing, the School will carefully consider whether there are any alternatives to suspension that can be put in place. Considerations will include:

- redeployment of the member of staff within the School to avoid direct contact with the child or children concerned;
  - providing an assistant to be present when the member of staff has contact with children;
  - redeployment of the member of staff to alternative work within the School so that he / she does not have unsupervised access to children.
3. Where suspension is being considered, a meeting will be convened with the member of staff, where possible, to discuss the proposal to suspend and to allow the member of staff an opportunity to make representations about the potential suspension.
  4. If there are no viable alternatives to suspension the Head Master or other designated Senior Manager may immediately suspend the employee from work on full pay and benefits whilst the investigation proceeds. The reasons and justification for suspension should be recorded by the School together with any alternatives which were considered, and the reasons why they were rejected. Written confirmation should be dispatched to the member of staff within one working day of the decision to suspend being taken, or as soon as possible thereafter, setting out the reasons for the suspension. If a member of staff is suspended, they should be advised to seek the assistance of their Trade Union or a legal adviser.
  5. Suspension is a neutral act and is not indicative of any judgement on the part of the School. The suspension, and its terms, will be reviewed as necessary to ensure that it remains proportionate. The member of staff will be informed in writing of any change to the terms of their suspension.
  6. Where allegations against staff arise, the School will make every effort to ensure confidentiality is maintained. Third parties, including other staff, should only be told about the allegation on a 'need to know basis'. Notification of any details may be delayed if the Police or social services inform the School that this could prejudice any investigation they are conducting. If the matter becomes common knowledge, it may be necessary to issue a brief statement, agreed by the agencies concerned, to parents, students and the public. The School is however aware of the reporting restrictions set out in the Education Act 2011 and that a breach of these by the School or any other individual will constitute a criminal offence.

#### **Internal investigation and disciplinary processes**

Please refer to the "Performance Improvement Procedure", "Disciplinary Procedure" and "Grievance Procedure" for further information about the internal processes to be followed.

1. Possible types of investigation include:-
  - Child Protection enquiries by Social Care;
  - Criminal Investigation by Police;
  - Disciplinary / Grievance Investigation.
2. A disciplinary investigation is usually held in abeyance until external agency investigations are complete, unless prior agreement is reached. Whilst these investigations should be conducted as speedily as possible, they should also be balanced against the need to be thorough and fair, in line with natural justice. Statements taken in external investigations could be used in subsequent disciplinary proceedings.
3. Where an allegation has been made, and initial considerations suggest that the incident is likely to have occurred but the behaviour complained of does not reach the threshold for referral to Social Care and Police, the School should investigate the matter internally to determine whether there is a need to

undertake disciplinary action, or to cease to use the services of the individual, and / or refer individual's name to the Secretary of State for possible inclusion on the appropriate barring list. In the case of a member of staff being dismissed for offences against a child, or for posing a risk of harm to a child, or in the case of a member of staff in these circumstances leaving before they were dismissed, his or her name will be forwarded to the Disqualification and Barring Service (DBS). The School will also consider making a referral to the Teaching Regulation Agency (TRA).

4. Where a criminal investigation has been undertaken but the Police and / or CPS decide not to charge the individual with an offence, or decide to administer a caution, or the person is acquitted by a Court, the School will still investigate the matter and consider whether to apply the School's disciplinary procedures.
5. Disciplinary proceedings are not subject to the same burden of proof as legal proceedings. Lack of conviction or charge within itself is not an adequate defence against an allegation within the work setting or an acceptable reason for the School not to pursue an internal disciplinary investigation. There may be elements of an allegation which clearly suggest a breach of expected or appropriate standards of behaviour or propriety, or which pose a risk to the welfare of children and young people; even where no criminal activity is identified. The internal investigation may determine that disciplinary action is not necessary and may exonerate the individual concerned. In determining the outcome of allegation investigations, the School will make use of the following definitions:
  - Substantiated: there is sufficient evidence to prove the allegation;
  - Malicious: there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive;
  - False: there is sufficient evidence to disprove the allegation;
  - Unsubstantiated: there is insufficient evidence either to prove or disprove the allegation. The term, therefore, does not imply guilt or innocence.
6. As the employer, the School and Abbey must also consider the duty of care to their employee; this requires ensuring the employee is treated fairly and reasonably about the process to be followed.
7. Consideration should be given to:-
  - the context in which the allegation occurred and whether this provides further insight which may mitigate risk;
  - the type of activity the individual is expected to undertake;
  - the level of access to children this provides;
  - the indicative risks presented by the nature of the allegation and;
  - what if any mechanisms exist to reduce or manage the risk.
8. It is important that a clear and comprehensive summary of any allegations made, details of how the allegation was followed up and resolved, and a note of any action taken and decisions reached, is kept on a person's confidential personnel file, and a copy provided to the person concerned.
9. In the case of supply staff, the School will deal with an allegation properly and fully, and liaise with the supply agency, as well as the LADO. The School will discuss with the supply agency whether it is appropriate to suspend or redeploy the supply teacher while any investigation is ongoing.

### **Role of the Board of Governors**

The Governors will be apprised of any investigations. Precise details will not be given in order not to prejudice any possible disciplinary hearing.

### **Relevant documents:**

"Keeping Children Safe in Education (KCSIE)" 2021

### **Other related policies:**

"Disciplinary Policy and Procedure"

"Grievance Procedure"

"Whistleblowing Policy"

"Safer Recruitment Policy"

## **Worth School Child Protection and Safeguarding Policy**

### **Appendix 2 – For internal use**

#### **Steps to take on receipt of non-recent allegation of abuse**

The following **10 steps** are those which should be taken if in receipt of a non-recent abuse allegation:

1. Inform the School's Designated Safeguarding Lead (DSL).
2. The DSL will then carry out some immediate checks, after he has received permission from the LADO to do so, since such checks might alert someone to the enquiry. When was the pupil at the School? When was the accused staff member at the School? Are there any pupil or staff files relating to those involved? On the basis of these checks does the allegation involve individuals whom records indicate actually attended the School? Locate any relevant pupil or staff files and scrutinise any relevant information in those files.
3. Assuming the answer to the final question in 2 above is **yes**, what has happened to the accused staff member? This question needs addressing: Is he / she still working at or involved with the School (or any other setting with access to children)? If the answer to this question is **yes**, then it is possible that a child is at risk of significant harm and the Head Master, or the DSL on his behalf, should report the allegation to the LADO (or to the LADO responsible for the area where the staff member now works) immediately and no later than 24 hours after receipt of the initial allegation.
4. Where the accused no longer works at the School or is no longer involved with children (or where the School cannot determine what the current position is) and where the School cannot therefore identify any child at risk of significant harm, nevertheless the allegation should be reported to the LADO, as above. The LADO has access to other agencies whose records may show whether the accused has come to their attention before and whether or not he / she is recorded as working with children or vulnerable adults elsewhere. The LADO is also able to report allegations directly to the relevant Police department and where a crime has been alleged, the LADO should be asked to report it to the Police. It is possible that the LADO may suggest that the School reports the matter to the Police itself, in which case they should be asked for the relevant Police contact details and the matter should be reported accordingly.
5. In some cases, the records will indicate that the accused is dead, and by definition, no children can be at continuing risk of significant harm from him / her. Nevertheless, on the basis that a crime has been reported,

the allegation should still be reported to the LADO and the Head Master or the DSL on his behalf should ask that it be passed on to the relevant officer in the Police. If the LADO is not going to report the matter to the Police, then relevant contact details should be requested and the DSL should do so.

6. Unless asked not to do so by the LADO / Police, some due diligence should be undertaken at this point. From a review of files, the DSL should be able to identify (a) whether the appropriate employment checks were carried out on the accused staff member; (b) whether the School was made aware of any allegations about inappropriate conduct during his / her employment; (c) how and when the employment came to an end; (d) if the School was aware of any allegations of misconduct, whether proper referrals were made to the relevant agencies at that time; and (e) what records are held of any references given by the School to future employers. Whatever information is found should generally be shared with the LADO or the Police where either is carrying out an investigation.

7. The Head Master may want to consider what the governance structure was at the time of the alleged incident. This may affect the legal position. He will also need to consider making a serious incident report to the Charity Commission (generally, the Commission will expect the School to make a report to them if the incident has caused the School to make a report to the LADO and / or the Police.) In certain circumstances it will be appropriate for the Head Master to seek legal and / or PR advice in order to establish (a) what the next steps should be and (b) whether any legal or PR concerns arise as a result of your handling of the matter in question.

8. Communication with the alleged victim should be handled diligently. Under normal circumstances the School should encourage him / her to report the allegation to the Police, explaining that the Police have the statutory powers necessary to carry out any investigation. The person handling the communication with the alleged victim (normally the DSL should also confirm that the School has referred the matter to the local authority with the request that it report any alleged crimes to the Police. In addition, the person handling the communication with the alleged victim on behalf of the School may wish to indicate that the Police will normally look for the alleged victim's agreement and co-operation before carrying out any investigation.

9. Whenever the Police or other statutory authorities are handling or investigating an allegation of abuse, it will not normally be appropriate for the School to carry out its own investigation for fear of inadvertently prejudicing any such investigation. Unless the Police or social services ask the School to or agree that it may do so, staff should refrain from any internal investigation.

10. Whilst the above points assume that the accused was a member of the School's staff, it may equally be a former governor, pupil, parent or visitor to the School. Whichever it is, the guidelines above should generally be applied although clearly individual cases may of necessity need to be handled differently, and individual advice sought as necessary.

11. Support for victims and survivors of abuse: The School takes complaints of non-recent abuse very seriously and, without prejudice to any investigation which might eventuate, will advise complainants regarding external agencies who provide support for victims and survivors of abuse. The School will advise complainants on how they can make insurance claims, and on other routes of redress if complainants believe that the School failed in its duty of care to them when they were pupils or staff in the School. The School will engage an appropriate and suitably qualified external listener to support the complainant should that be agreed as desirable. Anyone acting for or on behalf of the School will listen in an impartial way to the complainant, accepting accounts as they are given, although they will not be in a position to make judgments of fact. Although the School has no formal provision to provide professional support for victims and survivors of abuse, those acting for or on behalf of the School will provide such advice and direction as they are able, and within the capacities of their School roles.

## Appendix 3:

### Assessing the Risk of Radicalisation

#### Indicators of Vulnerability:

- Identity Crisis - Distance from cultural / religious heritage and uncomfortable with their place in the society around them;
- Personal Crisis – Family tensions; sense of isolation; adolescence; low self-esteem; disassociating from existing friendship group and becoming involved with a new and different group of friends; searching for answers to questions about identity, faith and belonging;
- Personal Circumstances – Migration; local community tensions; events affecting country or region of origin; alienation from UK values; having a sense of grievance that is triggered by personal experience of racism or discrimination or aspects of Government policy;
- Unmet Aspirations – Perceptions of injustice; feeling of failure; rejection of civic life;
- Criminality – Experiences of imprisonment; poor resettlement / reintegration, previous involvement with criminal groups.

#### Access to extremism / extremist influences:

- Is there reason to believe that the child / young person associates with those known to be involved in extremism - either because they associate directly with known individuals or because they frequent key locations where these individuals are known to operate? (e.g. the child / young person is the partner, spouse, friend or family member of someone believed to be linked with extremist activity);
- Does the child / young person frequent, or is there evidence to suggest that they are accessing the internet for the purpose of extremist activity? (e.g. Use of closed network groups, access to or distribution of extremist material, contact associates covertly via Skype / email etc.);
- Is there reason to believe that the child / young person has been or is likely to be involved with extremist / military training camps / locations?
- Is the child / young person known to have possessed or is actively seeking to possess and / or distribute extremist literature / other media material likely to incite racial / religious hatred or acts of violence?
- Does the child / young person sympathise with, or support illegal / illicit groups e.g. propaganda distribution, fundraising and attendance at meetings?
- Does the child / young person support groups with links to extremist activity but not illegal / illicit e.g. propaganda distribution, fundraising and attendance at meetings?

#### Experiences, Behaviours and Influences:

- Has the child / young person encountered peer, social, family or faith group rejection?
- Is there evidence of extremist ideological, political or religious influence on the child / young person from within or outside UK?
- Have international events in areas of conflict and civil unrest had a personal impact on the child / young person resulting in a noticeable change in behaviour? It is important to recognise that many people may be emotionally affected by the plight of what is happening in areas of conflict (i.e. images of children dying) it is important to differentiate them from those that sympathise with or support extremist activity
- Has there been a significant shift in the child / young person's behaviour or outward appearance that suggests a new social / political or religious influence?
- Has the child / young person come into conflict with family over religious beliefs / lifestyle / dress choices?
- Does the child / young person vocally support terrorist attacks; either verbally or in their written work?
- Has the child / young person witnessed or been the perpetrator / victim of racial or religious hate crime or sectarianism? Official 9



#### Travel:

- Is there a pattern of regular or extended travel within the UK, with other evidence to suggest this is for purposes of extremist training or activity?
- Has the child / young person travelled for extended periods of time to international locations known to be associated with extremism?
- Has the child / young person employed any methods to disguise their true identity? Has the child / young person used documents or cover to support this?

#### Social Factors:

- Does the child / young person have experience of poverty, disadvantage, discrimination or social exclusion?
- Does the child / young person experience a lack of meaningful employment appropriate to their skills?
- Does the child / young person display a lack of affinity or understanding for others, or social isolation from peer groups?
- Does the child / young person demonstrate identity conflict and confusion normally associated with youth development?
- Does the child / young person have any learning difficulties / mental health support needs?
- Does the child / young person demonstrate a simplistic or flawed understanding of religion or politics?
- Does the child / young person have a history of crime, including episodes in prison?
- Is the child / young person a foreign national, refugee or awaiting a decision on their immigration / national status?
- Does the child / young person have insecure, conflicted or absent family relationships?
- Has the child / young person experienced any trauma in their lives, particularly any trauma associated with war or sectarian conflict?
- Is there evidence that a significant adult or other in the child / young person's life has extremist view or sympathies?

#### More critical risk factors could include:

- Being in contact with extremist recruiters;
- Articulating support for extremist causes or leaders;
- Accessing extremist websites, especially those with a social networking element;
- Possessing extremist literature;
- Using extremist narratives and a global ideology to explain personal disadvantage;
- Justifying the use of violence to solve societal issues;
- Joining extremist organisations;
- Significant changes to appearance and / or behaviour.

If you have any concerns discuss them with your Designated Safeguarding Lead (DSL) and local Prevent Officer.

#### Appendix 4:

##### Making a Channel referral in West Sussex

1.1 **What is Channel?** 'Channel' is a key element of the Prevent strategy.

1.2 Channel is the name for the process of identifying and referring a person at risk of radicalisation for early intervention and support. It is a multi-agency approach to protect vulnerable people using collaboration between local authorities, statutory partners (such as education and health organisations, social services, children's and youth services and offender management services), the Police and the local community. Channel operates to:

- Identify people at risk of being drawn into terrorism;

- Assess the nature and extent of that risk; and
- Develop the most appropriate support plan for the individuals concerned.

1.3 Channel may be appropriate for anyone who is vulnerable to being drawn into any form of terrorism. Channel aims to safeguard children and adults of any faith, ethnicity or background before their vulnerabilities are exploited by those that would want them to embrace terrorism. The emphasis is on early intervention to protect and divert people away from the risk they face before being drawn into committing terrorist-related activity.

1.4 Channel operates in the 'pre-criminal' space. It is not suitable for an individual who you believe has – or is about to – commit a criminal offence, this should be reported to the Police. A referral to Channel will not result in an emergency response.

## 2. Who to contact if you have a concern

2.1 If you have any concerns about an individual possibly being drawn into or supporting terrorism, examine them first with your manager. If this is not possible, or if, having considered the case, you still believe there may be grounds for a Channel referral, contact any of the following to discuss the case:

### Sussex Police Prevent Team:

Telephone 101 | Ext. 531355

Email: [prevent@sussex.pnn.police.uk](mailto:prevent@sussex.pnn.police.uk)

Or

### Local Channel Panel Chairs

For West Sussex:

Beverly Knight

Better Communities, WSCC

Telephone 0330 222 4223 | Mobile 0789 458 9071

Email: [beverly.knight@westsussex.gov.uk](mailto:beverly.knight@westsussex.gov.uk)

For Crawley:

Lindsay Adams

Community Development, Crawley Borough Council

Telephone 01293 438500

Email: [lindsay.adams@crawley.gov.uk](mailto:lindsay.adams@crawley.gov.uk)

## 3. How to make a referral to Channel

3.1 Consult with any of the professionals above regarding the suitability of the referral. They can provide you with a "[Channel Referral and Assessment Form](#)" (see appendix A).

3.2 Complete the form and return it to the Channel Co-ordinator by email to: [channel@sussex.pnn.police.uk](mailto:channel@sussex.pnn.police.uk)

3.3 The Police Channel Practitioner will then complete an extensive risk assessment. At no point will the person be created on the criminal records system, but a local intelligence report will be created.

3.4 The Sussex Police Counter Terrorism Intelligence Unit will also complete a case summary which is returned to the Prevent Engagement Officer and the referrer.

#### 4. Consent

- 4.1 Participation in Channel is voluntary and requires consent to be given by the individual (or their parent or guardian in the case of anyone under 18) in advance of support measures being put in place.
- 4.2 All individuals who receive support through Channel must be made aware that they are receiving this as part of a programme to protect people from being drawn into terrorism and what to expect.
- 4.3 Where someone does not wish to continue with the process it may be appropriate to provide alternative support through other mainstream services.
- 4.4 Individuals (or their parent / guardian) must give their consent before any information is shared about them as part of the Channel programme.
- 4.5 If there are any issues with consent, i.e. it is not (or unlikely to be) given, discuss this with any of the individuals named at 2.1.

#### 5. The Channel panel

- 5.1 The role of the Channel panel is to develop an appropriate support package to safeguard those at risk of being drawn into terrorism based on an assessment of their vulnerability.
- 5.2 Channel assesses vulnerability using a consistently applied vulnerability assessment framework, built around an individual's engagement with an ideology or cause; their intent to cause harm and capability to cause harm.
- 5.3 The panel is responsible for managing the safeguarding risk, in-line with other multi-agency panels where risk is managed, such as Children and Adult Safeguarding panels and Multi-Agency Public Protection Arrangements (MAPPA).
- 5.4 For Crawley cases, the panel will be chaired by Crawley Borough Council, and for the rest of West Sussex, West Sussex County Council. Other panel members will include the Channel Police Practitioner and any other relevant statutory partners, depending on the nature of the referral. The following agencies now have a statutory duty to co-operate with the panel and the Police:
  - NHS staff;
  - Social care staff, including Directors of Children's and Adults' Services;
  - Schools, further education colleges and universities;
  - Youth Offending Services;
  - Chairs of Local Safeguarding Children Boards and Safeguarding Adults Boards;
  - Local Authority Safeguarding Managers;
  - Home Office Immigration;
  - Border Force;
  - Housing;
  - Prisons;
  - Probation.
- 5.5 The panels meet monthly as a minimum. Where significant information arises about a case which requires the panel to meet earlier than scheduled or more frequently, the Channel Panel Chair will convene additional panels.
- 5.6 Ownership of the safeguarding risk lies with the multi-agency Channel panel. This is the risk to an individual as a result of their vulnerability.

- 5.7 The Chair of the panel is responsible for ensuring that any safeguarding risks are referred to the most appropriate agencies for action; until this happens the Channel panel owns these risks.
- 5.8 The support for some individuals will span several agencies; each agency involved will own the element of risk they are responsible for addressing through the support plan.
- 5.9 Ownership of the risk of involvement in terrorism lies with the Police. This is the risk posed by the individual to themselves and society through their potential active involvement in criminality associated with terrorism.

## 6. Support package and support plan

6.1 If the case is adopted onto Channel, the panel will develop a support package. This will be based on:

- A review of the vulnerability assessment completed by the Channel Police Practitioner at the preliminary assessment stage;
- The needs of the individual; and
- Any risks posed to potential support providers.

6.2 The type of activities included in a support package will depend on the individual's assessed risk, vulnerability and resources available. A diversionary activity may be sufficient for someone who is in the early stages of radicalisation to violence, whereas a more focussed and structured one-on-one mentoring programme may be required for those who are already becoming radicalised.

6.3 The following are examples of support programmes which may be considered:

- a. **Mentoring support contact** – work with a suitable adult as a role model or providing personal guidance, including guidance addressing extremist ideologies;
- b. **Life skills** – work on life skills or social skills generally, such as dealing with peer pressure;
- c. **Anger management session** – formal or informal work dealing with anger;
- d. **Cognitive / behavioural contact** – cognitive behavioural therapies and general work on attitudes and behaviours;
- e. **Constructive pursuits** – supervised or managed constructive leisure activities;
- f. **Education skills contact** – activities focused on education or training;
- g. **Careers contact** – activities focused on employment;
- h. **Family support contact** – activities aimed at supporting family and personal relationships, including formal parenting programmes;
- i. **Health awareness contact** – work aimed at assessing or addressing any physical or mental health issues;
- j. **Housing support contact** – activities addressing living arrangements, accommodation provision or neighbourhood; and

k. **Drugs and alcohol awareness** – substance misuse interventions.

6.4 Channel intervention providers engaging with these vulnerable individuals are first have been approved by the Home Office. This is particularly important where an individual has a need for theological / ideological support.

## **7. Reviewing risk**

7.1 Individuals receiving support will be reassessed at least every 3 months. If the panel is satisfied that the risk has been successfully reduced or managed they should recommend that the case exits the process, completing a closing report.

7.2 If the panel is not satisfied that the risk has been reduced or managed, the case will be reconsidered. A new action plan will be developed and alternative support put in place.

7.3 All cases are reviewed at 6 and 12 months from the point at which they exit the process, by the senior managers involved in the preliminary assessment.

### **Further information:**

[Channel Duty Guidance](#)

[Channel General Awareness training module](#)

[Prevent Strategy](#)

[Prevent Duty Guidance](#)

## **Appendix 5:**

### **Job description of the Designated Safeguarding Lead (DSL):**

The DSL is the Second Master, Mr André Gushurst-Moore. In his absence, the first Deputy Designated Safeguarding Lead (the Assistant Head Pastoral, Mr Mark Macdonald), or another Deputy Designated Safeguarding Lead (Ms Alexandra Burnham or Ms Jo Harvey-Barnes) will carry out these duties.

### **Summary of the role:**

- The DSL will take lead responsibility for all child protection matters (including non-recent allegations) arising at the School and will support all other members of staff in relation to any safeguarding or child protection concerns that arise
- The DSL will undergo appropriate and regular training in order to fulfil his duties
- The DSL has the status and authority within the School to carry out the duties of the post including committing resources, arranging training, supporting and directing other staff to safeguard and promote the welfare of children
- The DSL is responsible for maintaining an overview of safeguarding within the School, to maintain open channels of communication with local statutory agencies and to monitor the effectiveness of policies and procedures in place
- The DSL is also the online safety officer and has responsibility for policies surrounding online safety
- The DSL is responsible for receiving and reviewing child protection files from the schools of pupils arriving at Worth, and for liaising with the DSL from those schools, when appropriate, for the best care and the smooth transition of a pupil to Worth School
- The DSL is responsible for keeping detailed, accurate, and secure records of concerns, allegations and referrals for any child protection issues

- The DSL will communicate regularly with the Governor responsible for safeguarding (Mrs Mary Coller) and will discuss with her any cases of concern; they will meet termly for a review of safeguarding
- The DSL will attend the Governors' Safeguarding Committee and full Board meetings to report on safeguarding practice in the School
- The DSL will keep the Head Master informed of all concerns and allegations relating to safeguarding and child protection

#### **Main duties and responsibilities:**

##### **1. Managing referrals**

- To take lead responsibility for referring all cases of suspected abuse of any pupil at the School to West Sussex social services
- To refer all cases of suspected abuse or risk of significant harm promptly to the local authority children's social care
- To take lead responsibility for referring to the Local Authority Designated Officer (LADO) all child protection concerns which involve a member of staff
- To liaise with the Head Master, the School Bursar and the Head of HR to ensure that where a member of staff is dismissed or resigns in circumstances where there has been actual harm or risk of harm to a child, referrals are made to the Disclosure and Barring Service or, where appropriate, to the Teacher Regulation Agency (TRA)
- To liaise with the Head Master for making prompt referrals to the police where a crime may have been committed which involves a child
- To liaise with the Head Master in respect of police investigations or investigations under section 47 Children Act 1989 which involve the School
- To act as a source of support, advice and expertise on matters of safety and safeguarding and when to make a referral by liaising with the relevant agencies

##### **2. Raising awareness**

- To ensure the School's Child Protection and Safeguarding Policy, and its implementation, is reviewed at least annually, taking into account available up to date legislation, guidance and best practice, and to liaise with the Head Master, Governors and staff to ensure the policy is applicable to and understood by all staff at Worth School
- To ensure that Child Protection and Safeguarding Policy is available publicly and is published on the School's website
- To maintain links with the West Sussex Safeguarding Children Board to ensure staff are aware of training opportunities and the local policies on safeguarding
- To ensure that staff and pupils are aware of the policies on safeguarding
- To ensure that staff and pupils are aware of the policies and procedures in place if they have a concern
- To help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff

#### **Line management duties and responsibilities**



- The DSL will line-manage the Deputy Designated Safeguarding Leads (Mr Mark Macdonald, Ms Alexandra Burnham and Ms Jo Harvey-Barnes)
- The DSL will work with the Chief Operating Officer and Head of HR to ensure appropriate vetting and checks are made and recorded for new staff
- The DSL will support Housemasters and Housemistresses, Matrons and other pastoral staff who have responsibility for any pupil for whom there are safeguarding or child protection concerns
- The first Deputy DSL, as Assistant Head Pastoral, will line-manage the Head of Pupil Healthcare in the Medical Centre
- The DSL will chair the Worth Safeguarding Group and the Worth School Safeguarding Committees

### Training and Induction of Staff

- The DSL will liaise with the Head of HR to ensure that all new staff and Governors receive appropriate induction in relation to the School's Child Protection and Safeguarding Policy and practice, including other key safeguarding policies such as those relating to Whistleblowing and Staff Prudence Guidance and Code of Conduct
- The DSL will ensure whole School staff training in child protection on a regular basis – usually termly, but certainly at least every three years
- The DSL will be responsible for providing staff and Governors with regular updates on safeguarding and child protection as appropriate
- The DSL will liaise with the Head of HR to maintain a record of staff training
- The DSL will work with the Head of Digital Strategy to oversee training and information provided for staff, parents and pupils relating to online safety

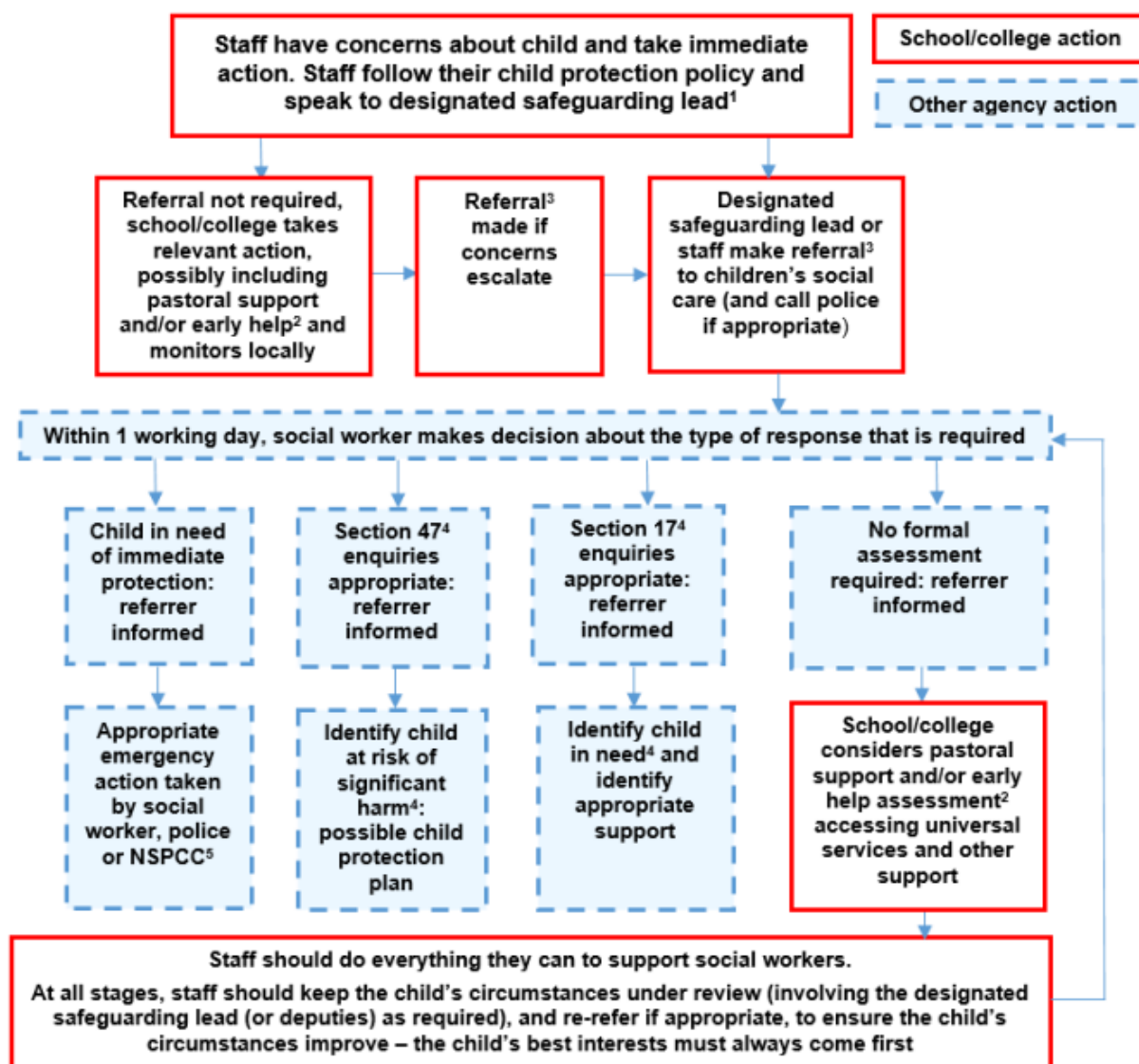
### The DSL's training

- The DSL will receive appropriate child protection training at least every two years, including the refresher training provided by West Sussex, as well as attending other relevant conferences, courses and seminars to ensure he remains up to date, in order to:
- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how the local authority conducts a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Be alert to the specific needs of children in need, those with Special Educational Needs or Disabilities and young carers;
- Remain up to date on best practice and changes to legislation and guidance, and to understand emerging areas of focus for child protection;
- Be able to keep detailed, accurate, and secure written records of concerns and referrals;
- Obtain access to resources and attend any relevant or refresher training courses;
- Develop and review the School's policy and practice in relation to safeguarding and child protection.

### Appendix 6

Flow chart from KCSIE (2021) indicating the actions taken when there are concerns about a child

## Actions where there are concerns about a child



<sup>1</sup> In cases which also involve a concern or an allegation of abuse against a staff member, see Part Four of this guidance.

<sup>2</sup> Early help means providing support as soon as a problem emerges at any point in a child's life. Where a child would benefit from co-ordinated early help, an early help inter-agency assessment should be arranged. Chapter one of [Working Together to Safeguard Children](#) provides detailed guidance on the early help process.

<sup>3</sup> Referrals should follow the process set out in the local threshold document and local protocol for assessment. Chapter one of [Working Together to Safeguard Children](#).

<sup>4</sup> Under the Children Act 1989, local authorities are required to provide services for children in need for the purposes of safeguarding and promoting their welfare. Children in need may be assessed under section 17 of the Children Act 1989. Under section 47 of the Children Act 1989, where a local authority has reasonable cause to suspect that a child is suffering or likely to suffer significant harm, it has a duty to make enquiries to decide whether to take action to safeguard or promote the child's welfare. Full details are in Chapter one of [Working Together to Safeguard Children](#).

<sup>5</sup> This could include applying for an Emergency Protection Order (EPO).