



## **Child Protection and Safeguarding Policy**

Person responsible for latest version: J Pearce / James Polansky

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## Important contacts

ROLE/ORGANISATION	NAME	CONTACT DETAILS
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West Sussex Safeguarding Children Partnership	Multi Agency Safeguarding Hub (MASH)	<a href="mailto:wschildrenservices@westsussex.gov.uk">wschildrenservices@westsussex.gov.uk</a>  01403 229900
Channel helpline	PREVENT	020 7340 7264
Community Mental Health Liaison (CMHL)  CAMHS	Early mental health support	0300 3040304 <a href="mailto:spnt.cmhlserviceaccesspoint@nhs.net">spnt.cmhlserviceaccesspoint@nhs.net</a>  01243 813405

## 1. Introduction

The Proprietors, Aaron Stewart (CEO QV Education) and James Polansky and the Headmistress Emma Fownes and the staff of Conifers School are committed to the physical, emotional and spiritual well-being of all in their care. Both children and adults need a safe and secure environment in which to live and work. The policy applies to **ALL** staff and volunteers and to contact, both within and outside normal school hours, whether onsite or offsite, and applies to the whole school including Early Years.

The school aims to ensure that:

- Appropriate action is taken in a timely manner to safeguard and promote children's welfare
- All staff are aware of their statutory responsibilities with respect to safeguarding
- Staff are properly trained in recognizing and reporting safeguarding issues
- Adults in our school take all welfare concerns seriously and encourage children to talk to us about anything that worries them
- It is committed to and maintains an environment where children feel secure, are encouraged to talk and are listened to
- We will always act in the best interest of the child
- We promote pupil voice, with a child centred approach ethos, which aims to remove barriers to reporting, including anonymous routes to reporting.

## 2. Legislation and statutory guidance

This policy is based on the Department for Education's statutory guidance [Keeping Children Safe in Education \(2022\)](#) and [Working Together to Safeguard Children \(2018\)](#), and the [Governance Handbook](#). We comply with this guidance and the arrangements agreed and published by our 3 local safeguarding partners.

This policy is also based on the following legislation and guidance::

- Part 3 of the schedule to the [Education \(Independent School Standards\) Regulations 2014](#), which places a duty on academies and independent schools to safeguard and promote the welfare of pupils at the school
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what 'regulated activity' is in relation to children
- [Statutory guidance on the Prevent duty](#), which explains schools' duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The [Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#) (referred to in this policy as the "2018 Childcare Disqualification Regulations") and [Childcare Act 2006](#), which set out who is disqualified from working with children
- This policy also takes into account the Statutory RSE Education [relationships-education-relationships-and-sex-education-rse-and-health-education](#) for greater detail please refer to [RSE Policy](#) "Preventative education is most effective in the context of a whole-school or college approach that prepares

pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment...These will be underpinned by the school/college's behaviour policy and pastoral support system, as well as by a planned programme of evidence-based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum."

- The following sections of our RSE and PSHE programmes act as a preventative tool by teaching safeguarding standards:
  - Healthy and respectful relationships
  - Boundaries and consent
  - Stereotyping, prejudice and equality
  - Body confidence and self-esteem
  - How to recognise an abusive relationship
  - Concepts and laws relating to:
    - Domestic abuse,
    - So-called honour-based violence such as forced marriage and FGM
  - How to access support,
  - What constitutes sexual harassment, sexual violence and why these are always unacceptable
- This policy also meets requirements relating to safeguarding and welfare in the statutory framework for the Early Years Foundation Stage.

### 3. Definitions

**Safeguarding and promoting the welfare of children** means:

- Protecting children from maltreatment
- Preventing impairment of children's mental and physical health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

**Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

**Abuse** is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Harm can include ill treatment that is not physical as well as the impact of witnessing ill treatment of others. This can be particularly relevant, for example, in relation to the impact on children of all forms of domestic abuse. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

Appendix 1 explains the different types of abuse.

**Neglect** is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

**Sexting** (also known as youth produced sexual imagery) is the sharing of sexual imagery (photos or videos) by children

**Children** includes everyone under the age of 18.

The following 3 **safeguarding partners** are identified in Keeping Children Safe in Education (and defined in the Children Act 2004, as amended by chapter 2 of the Children and Social Work Act 2017). They will make arrangements to work together to safeguard and promote the welfare of local children, including identifying and responding to their needs:

- West Sussex Safeguarding Children Partnership (MASH)  
[MASH@WestSussex.gov.uk](mailto:MASH@WestSussex.gov.uk) 01403 229900
- A clinical commissioning group for an area within the LA (NHS Coastal West Sussex Integrated Care System)
- The chief officer of police for the police area in the LA area (Giles York)

#### 4. Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face. Staff must not:

- unlawfully discriminate against pupils because of their protected characteristics
- must consider how they are supporting pupils with protected characteristics
- must take positive action, where proportionate, to deal with the disadvantages these pupils face. For example, by making reasonable adjustments for disabled children and supporting girls if there is evidence they are being disproportionately subjected to sexual violence or harassment.

As a school we aim to remove these reporting barriers, by taking into account the additional challenges SEND pupils may have and we will consider the extra pastoral support and attention they require to ensure they have the necessary resources to communicate any concerns or issues.

We give special consideration to children who:

- Have special educational needs (SEN) or disabilities (see section 10)
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers
- Are at risk due to either their own or a family member's mental health needs
- Are looked after or previously looked after
- Identify as LGBTQ+ and will offer a safe space for them to speak out or share their concerns with members of staff.

#### 5. Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers and Proprietors in the school and is consistent with the procedures of the 3 safeguarding partners. Our policy and procedures also apply to extended school and off-site activities.

## 5.1 All staff

All staff will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, Keeping Children Safe in Education, and review this guidance at least annually.

All staff will be aware of:

- Our systems which support safeguarding, including this child protection and safeguarding policy, the staff code of conduct, the role and identity of the designated safeguarding lead (DSL) and deputies, the behaviour policy, and the safeguarding response to children who go missing from education
- The early help process and their role in it, including identifying emerging problems, liaising with the DSL, and sharing information with other professionals to support early identification and assessment
- The process for making referrals to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play
- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), child criminal exploitation (CCE) indicators of being at risk from or involved with serious violent crime, FGM and radicalisation and managing a report of child-on-child sexual violence and sexual harassment
- It is crucial that the adults can recognise the indications of any form of abuse, follow-up with appropriate professional curiosity and refer any concerns to the DSL. It means being consciously alert to the risk of abuse, neither making assumptions nor taking things at face value, and reporting every indicator of abuse or neglect so that it can be explored, proactively and respectfully. 'Trusted relationships' are seen as facilitating communication between adults and pupils on sensitive matters. Such relationships should, of course, be kept within professional boundaries.
- That abuse, neglect and safeguarding issues are rarely standalone events and cannot be covered by one definition or one label alone. In most cases, multiple issues will overlap with one another
- Should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation
- Keeping children safe on-line and when accessing remote learning
- be aware that children may not feel ready or know how to tell someone they are being abused

New staff at induction will be made aware of:

- Safeguarding and Child Protection and how these are an integral part of the school community
- Online Safety
- KCSIE 2022 Part One and Annex A
- Pupil behaviour Policy

- Safeguarding response to Children who go missing in Education
- [Staff Code of Conduct](#)

Section 13 and appendix 4 of this policy outline in more detail how staff are supported to do this.

## **5.2 The designated safeguarding lead (DSL)**

### **Role of the Designated Safeguarding Lead (see Annex C of KCSIE)**

Proprietors will ensure that the school or college designates an appropriate senior member of staff to take ultimate lead responsibility for Safeguarding and child protection. This person will have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

During term time the designated safeguarding lead and or a deputy will always be available (during school hours) for staff in the school or college to discuss any safeguarding concerns. The designated safeguarding lead will arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

### **Designated safeguarding leads and Deputy**

The broad areas of responsibility for the designated safeguarding lead are:

#### **Managing referrals**

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

#### **Work with others**

- act as a point of contact with the three safeguarding partners
- Liaise with the Headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- Liaise with Head of IT to ensure on-line safety training is delivered to parents, pupils and staff and oversee the implementation of online safety policies and procedures, including filtering and monitoring. There is a new section (Annexe D KCSIE 2021) that gives useful advice/websites addressing online safety.
- As required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member);
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- Liaise with senior mental health lead, both in school and the lead at WSCC, on safeguarding



## **Training**

The designated safeguarding lead (and any deputies) undergo training to provide the staff with the knowledge and skills required to carry out their role. This training is updated at least every two years.

The designated safeguarding lead undertakes Prevent awareness training and disseminates this to staff through staff meetings and INSET training sessions.

In addition to the formal training set out above, staff knowledge and skills are refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation
- Understand the importance of information sharing, both within school and with the three safeguarding partners, other agencies, organisations and practitioners
- Are able to keep detailed, accurate, secure written records of concerns and referrals;
- Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;

The DSL will be aware of pupils who have a social worker.

The DSL will help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues with teachers and school leadership staff.

Where children leave the school or college, the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term to allow the new school or college to have support in place for when the child arrives. The designated safeguarding lead should ensure secure transit, and confirmation of receipt should be obtained.

The full responsibilities of the DSL and deputy are set out in their job description.

## **5.3 Proprietor**

The Proprietor must be informed by the DSL of any on-going Safeguarding issues ensuring that confidentiality is maintained.

The Proprietor will carry out an annual, minuted, review of safeguarding procedures, safeguarding audit, policies and relevant risk assessments with the Head and DSL.

Proprietors should ensure they receive appropriate safeguarding and child protection (including online) training at induction. This training should equip them with the knowledge to provide strategic challenges to test and assure themselves that the safeguarding policies and procedures in place in schools and colleges are effective and support the delivery of a robust whole school approach to safeguarding. Their training should be regularly updated.

The Head will monitor that procedures are adhered to by the DSL as well as the monitoring of the related duties of the Deputy DSLs and will report this information to the Proprietor.

This policy will be formally reviewed on an annual basis by SMT and the Proprietor. The Proprietor will use members of the advisory panel where further safeguarding expertise is required.

The Proprietor will ensure that the child's wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual children. The Proprietor will ensure that staff members do not agree confidentiality and always act in the interest of the child.

The Proprietor will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part 1 of Keeping Children Safe in Education.

The Proprietor will ensure that the school contributes to inter-agency working in line with statutory guidance "Working together to safeguard children".

The Proprietor will ensure that the school's safeguarding arrangements takes into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures. Proprietors should understand the local criteria for action and local protocol for assessment and ensure they are reflected in their own policies and procedures. They should ensure their school provides information and allows access to local authority children's care, where appropriate.

The Proprietor will ensure that children are taught about safeguarding, including online, through teaching and learning opportunities across a broad and balanced curriculum, including during PSHE lessons, tutor time and assemblies. This includes content on Relationships and Sex Education and Health Education to ensure pupils understand healthy relationships and consent.

The Proprietor will ensure appropriate filters and monitoring systems are in place to safeguard children from harmful and inappropriate online material, whilst not "over-blocking" or leading to unreasonable restrictions as to what children can be taught with to online teaching, safeguarding and preparedness.

The school uses Smoothwall to monitor and filter online use, the IT manager will monitor laptop/PCs use and has an email and electronic communication monitoring system, with regular reports and alerts to the Head and Designated Safeguarding Lead.

## **5.4 The Headteacher**

The Headteacher is responsible for the implementation of this policy, including:

- Ensuring that staff (including temporary staff) and volunteers are informed of our systems which support safeguarding, including this policy, as part of their induction
- Communicating this policy to parents when their child joins the school and via the school website

- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)
- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person

## 6. Confidentiality

The school will

- make all staff aware that timely information sharing is essential to effective safeguarding
- engage in an atmosphere where fears about sharing information are not allowed to stand in the way of the need to promote the welfare, and protect the safety of children
- understand that the Data Protection Act (DPA) 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe
- identify that if staff need to share 'special category personal data', the DPA 2018 contains 'safeguarding of children and individuals at risk' as a processing condition that allows practitioners to share information without consent if it is not possible to gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk
- make staff aware through training that they should never promise a child that they will not tell anyone about a report of abuse, as this may not be in the child's best interests
- share the government's information sharing advice for safeguarding practitioners with staff which includes 7 'golden rules' for sharing information, and will support staff who have to make decisions about sharing information
- make sure staff know that if they are in any doubt about sharing information, they should speak to the designated safeguarding lead (or deputy)
- highlight that confidentiality is also addressed in this policy with respect to record-keeping in section 12, and allegations of abuse against staff in appendix 3

## 7. Recognising abuse and taking action

Staff, volunteers and Proprietors must follow the procedures set out below in the event of a safeguarding issue.

Please note – in this and subsequent sections, you should take any references to the DSL to mean "the DSL (or deputy DSL)".

All staff must maintain an attitude of "it could happen here" towards sexual abuse and violence. Staff must act on any concerns immediately rather than waiting to be told, for example conversations staff overhear or aspects they notice of children's behaviour.

Staff need to be aware that not recognising the scale of harassment and abuse or downplaying linked behaviours can create a culture of unacceptable behaviour within the school community.

A lack of reports on child-on-child abuse does not mean it is not happening and staff should remain vigilant and report any concerns to designated safeguarding leads.

At Conifers school we aim for a child-centric and whole school approach to safeguarding, which underpins all our procedures and processes. These need to be easily understood by all staff and pupils, and staff need to ensure children's feelings are taken into account when responding to issues so that the best interests of the child remain our highest priority.

### **7.1 If a child is suffering or likely to suffer harm, or in immediate danger**

Make a referral to children's social care and/or the police **immediately** if you believe a child is suffering or likely to suffer from harm, or in immediate danger. **Anyone can make a referral.**

Tell the DSL (see section 5.2) as soon as possible if you make a referral directly.

'If you are a professional worker with information or concerns about a child you should inform West Sussex County Council's MASH during office hours on the numbers below.'

Telephone: 01403 229900

Or email from a secure email address –

Request for support from MASH for a child [click here](#)

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

<https://www.gov.uk/report-child-abuse-to-local-council>

### **7.2 If a child makes a disclosure to you**

If a child discloses a safeguarding issue to you, you will:

- Listen carefully, make notes and only ask questions for clarification.
- Don't ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- reassure victims that they are being taken seriously and that they will be supported and kept safe so that no victim will be given the impression that they are creating a problem by reporting abuse, and no victim ever be made to feel ashamed for making a report
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Sign and date the write-up and pass it on to the DSL or log the incident on CPOMS.
- Alternatively, if appropriate, make a referral to children's social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so

### **7.3 If you discover that FGM has taken place or a pupil is at risk of FGM**

The Department for Education's Keeping Children Safe in Education explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4.

**Any teacher** who discovers (either through disclosure by the victim or visual evidence) that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. This is a statutory duty, and teachers will face disciplinary sanctions for failing to meet it.

Unless they have good reason not to, they will also discuss the case with the DSL and involve children's social care as appropriate.

**Any other member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must speak to the DSL and follow our local safeguarding procedures.

The duty for teachers mentioned above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff should not examine pupils.

**Any member of staff** who suspects a pupil is *at risk* of FGM or suspects that FGM has been carried out must speak to the DSL and follow our local safeguarding procedures.

If you are concerned that a girl is at risk of FGM this must be shared with the MASH and/or the Police.

POLICE: 101 or in an emergency 999

[Making a referral to MASH](#)

[NSPCC FGM Helpline: 0800 028 3550](#)

FEMALE GENITAL MUTILATION HELPLINE: 0800 028 3550

#### **7.4 If you have concerns about a child (as opposed to believing a child is suffering or likely to suffer from harm, or is in immediate danger)**

Figure 1 on page 12 illustrates the procedure to follow if you have any concerns about a child's welfare.

Where possible, speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this will not delay appropriate action being taken. Speak to a member of the senior leadership team and/or take advice from local authority children's social care. You can also seek advice at any time from the NSPCC helpline on 0808 800 5000.

Make a referral to local authority children's social care directly, if appropriate (see 'Referral' below). Share any action taken with the DSL as soon as possible.

#### **Early help**

If early help is appropriate, the DSL will generally lead on liaising with other agencies and setting up an inter-agency assessment as appropriate. Staff may be required to support other agencies and professionals in an early help assessment, in some cases acting as the lead practitioner.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

#### **Referral**

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral or support you to do so.

If you make a referral directly (see section 7.1), you must tell the DSL as soon as possible.

The local authority will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded.

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must follow local escalation procedures to ensure their concerns have been addressed and that the child's situation improves.

West Sussex Guidance for Making a Referral

<https://www.westsussexscp.org.uk/professionals/working-together/making-a-referral>

## **7.5 If you have concerns about extremism**

If a child is not suffering or likely to suffer from harm, or in immediate danger, where possible speak to the DSL first to agree a course of action.

If in exceptional circumstances the DSL is not available, this will not delay appropriate action being taken. Speak to a member of the senior leadership team and/or seek advice from local authority children's social care. Make a referral to local authority children's social care directly, if appropriate (see 'Referral' above).

Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include Channel, the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

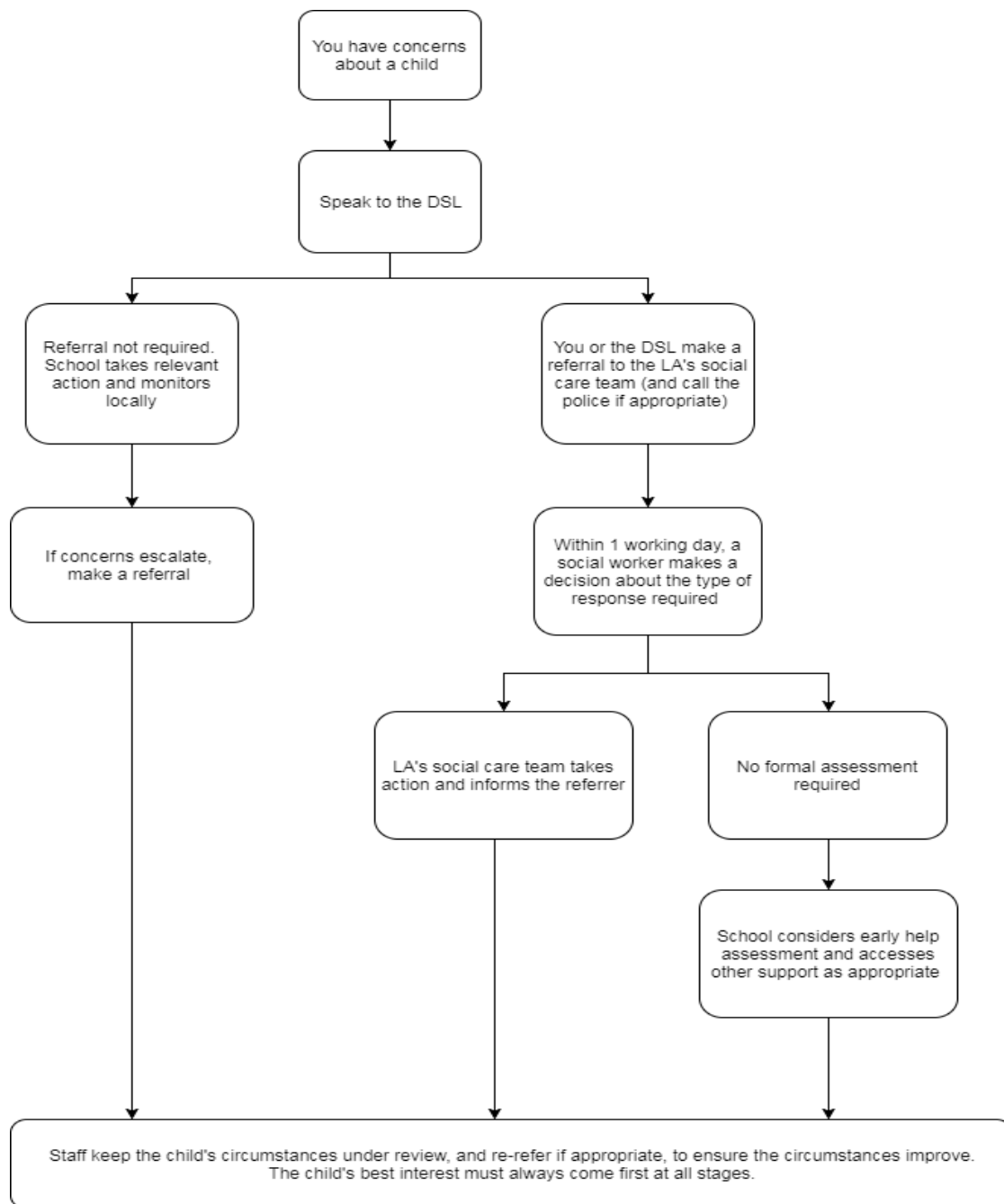
The Department for Education also has a dedicated telephone helpline, 020 7340 7264, which school staff and Proprietors can call to raise concerns about extremism with respect to a pupil. You can also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk). Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

### **Figure 1: procedure if you have concerns about a child's welfare (as opposed to believing a child is suffering or likely to suffer from harm, or in immediate danger)**

(Note –if the DSL is unavailable, this will not delay action. See section 7.4 for what to do.)



## 7.6 Concerns about a staff member or volunteer

If you have concerns about a member of staff or volunteer, or an allegation is made about a member of staff or volunteer posing a risk of harm to children, speak to the Headteacher. If the concerns/allegations are about the Headteacher, speak to the Proprietor.

The Headteacher/Proprietor will then follow the procedures set out in appendix 3, if appropriate.

Where appropriate, the school will inform ISI of the allegations and actions taken, within the necessary timescale (see appendix 3 for more detail).

## 7.7 Allegations of abuse made against other pupils

### Child on child abuse

Children can abuse other children. This is generally referred to as child-on-child abuse and can take many forms. The different forms child-on-child abuse can take are:

- o bullying (including cyberbullying, prejudice-based and discriminatory

- bullying)

- o abuse in intimate personal relationships between children (also known as teenage relationship abuse)

- o physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm

- o consensual and non-consensual sharing of nude and semi-nude images and/or videos<sup>42</sup> (also known as sexting or youth produced sexual imagery): the policy should include the school or college's approach to it. The department provides [Searching Screening and Confiscation Advice](#) for schools. The UKCIS Education Group has published [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) which outlines how to respond to an incident of nude and/or semi-nude images and/or videos being shared

- o causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party

- o upskirting (which is a criminal offence<sup>43</sup>), which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and

- o initiation/hazing type violence and rituals.

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up". At Conifers we recognise that even if there are no reported cases of peer-on-peer abuse, such abuse may still be taking place and is simply not being reported

We also recognise the gendered nature of child-on-child abuse (i.e. that it is more likely that girls will be victims and boys perpetrators) but that all child-on-child abuse is unacceptable and will be taken seriously. We also recognize that children with SEND may be more vulnerable to abuse from their peers. However, all child-on-child abuse is unacceptable and will be taken seriously, and where appropriate we will take the child's wishes into account.

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation, sexual abuse or sexual harassment, such as indecent exposure, sexual assault, upskirting (which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks for sexual gratification or cause the victim humiliation, distress or alarm) or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:



- You must record the allegation and tell the DSL, but do not investigate it
- The DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- The DSL will put a risk assessment in place and support plan into place for all children involved (including the victim(s), the child(ren) against whom the allegation has been made and any others affected) with a named person they can talk to if needed
- The DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

## **CAMHS Chichester: 01243 813405**

We will minimise the risk of child-on-child abuse by:

- Challenging any form of derogatory or sexualised language or behaviour, including requesting or sending sexual images
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially by embedding PSHE time and form time within the week, always listening to pupils' concerns and making sure to follow up with pupils after they have shared their concerns.
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

Please use the following link for further guidance on [Sexual harassment and information for parents and carers](#) from the Children's commissioner.

Pupils can use the NSPCC helpline to report abuse in schools :

<https://www.nspcc.org.uk/about-us/news-opinion/2021/sexual-abuse-victims-schools-helpline/>

## **7.8 Sexting- the consensual and non-consensual sharing of nude and semi-nude images and videos**

### **Your responsibilities when responding to an incident**

If you are made aware of an incident involving sexting, you must report it to the DSL immediately.

You must **not**:

- View, download or share the imagery yourself, or ask a pupil to share or download it. If you have already viewed the imagery by accident, you must report this to the DSL
- Delete the imagery or ask the pupil to delete it
- Ask the pupil(s) who are involved in the incident to disclose information regarding the imagery (this is the DSL's responsibility)
- Share information about the incident with other members of staff, the pupil(s) it involves or their, or other, parents and/or carers
- Say or do anything to blame or shame any young people involved

You will explain that you need to report the incident, and reassure the pupil(s) that they will receive support and help from the DSL. Whilst the sharing of images may not be considered abusive by those involved, the children still need to know that it is illegal.

Please use these links:

[Sharing nude and semi-nude images](#)

for up to date information and detailed advice about sharing nudes and semi-nude images and videos.

### **Initial review meeting**

Following a report of an incident, the DSL will hold an initial review meeting with appropriate school staff. This meeting will consider the initial evidence and aim to determine:

- Whether there is an immediate risk to pupil(s)
- If a referral needs to be made to the police and/or children's social care
- If it is necessary to view the imagery in order to safeguard the young person (in most cases, imagery should not be viewed)
- What further information is required to decide on the best response
- Whether the imagery has been shared widely and via what services and/or platforms (this may be unknown)
- Whether immediate action should be taken to delete or remove images from devices or online services
- Any relevant facts about the pupils involved which would influence risk assessment
- If there is a need to contact another school, college, setting or individual
- Whether to contact parents or carers of the pupils involved (in most cases parents should be involved)

The DSL will make an immediate referral to police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example owing to special educational needs)
- What the DSL knows about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the imagery is under 13
- The DSL has reason to believe a pupil is at immediate risk of harm owing to the sharing of the imagery (for example, the young person is presenting as suicidal or self-harming)

If none of the above apply then the DSL, in consultation with the Headteacher and other members of staff as appropriate, may decide to respond to the incident without involving the police or children's social care.

### **Further review by the DSL**

If at the initial review stage a decision has been made not to refer to police and/or children's social care, the DSL will conduct a further review.

They will hold interviews with the pupils involved (if appropriate) to establish the facts and assess the risks.

If at any point in the process there is a concern that a pupil has been harmed or is at risk of harm, a referral will be made to children's social care and/or the police immediately.

### **Informing parents**

The Head will inform parents at an early stage and keep them involved in the process, unless there is a good reason to believe that involving them would put the pupil at risk of harm.

### **Referring to the police**

If it is necessary to refer an incident to the police, this will be done through dialling 101

### **Recording incidents**

All sexting incidents and the decisions made in responding to them will be recorded. The record-keeping arrangements set out in section 12 of this policy also apply to recording incidents of sexting.

### **Curriculum coverage**

Pupils are taught about the issues surrounding sexting as part of our PSHE education and computing programmes during Years 6-8. Teaching covers the following in relation to sexting:

- What it is
- How it is most likely to be encountered
- The consequences of requesting, forwarding or providing such images, including when it is and is not abusive
- Issues of legality
- The risk of damage to people's feelings and reputation
- Pupils also learn the strategies and skills needed to manage:
- Specific requests or pressure to provide (or forward) such images
- The receipt of such images

## **8. Notifying parents**

Where appropriate, we will discuss any concerns about a child with the child's parents. The Head will normally do this in the event of a suspicion or disclosure, except in the case of fabricated illness or suspected sexual abuse.

Other staff will only talk to parents about any such concerns following consultation with the Head and DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

## **9. Dealing with Concerns about Safeguarding in EYFS**

Where a concern arises in relation to the safeguarding of a specific child that child's parents are normally the first point of contact, unless it is not considered appropriate to inform them of the concern before seeking guidance from an external agency.

Any person having concern for the welfare of a child will at once raise the matter with the DSL (Juliette Pearce). The DSL will, having regard to any guidance from external bodies, take such action as seems appropriate to minimise any further risk to the child. Accurate records will be kept of all calls, minutes and outcomes relevant to the matter insofar as

possible. All records will be treated as highly confidential and kept locked in a separate file or securely on CPOMs. They will not be accessible to anyone within Conifers EYFS Setting other than the DSL.

If abuse at home is suspected, Conifers EYFS Setting will continue to welcome the child and family while investigations proceed as appropriate. The care and safety of the child must always be paramount and Conifers EYFS Setting will make all reasonable endeavours to support and work with the family of any child at the school.

The Management of Conifers EYFS Setting recognises that staff involved in a child protection issue will find it distressing and will endeavour to offer support and guidance accordingly. In the event that someone arrives to collect a child who the Setting deems is in an unfit state to take charge of the child the Setting may, with the Head's permission, keep the child at school until an alternative collection arrangement can be made.

### **The Use of Telephones and Cameras**

Conifers EYFS Setting allows staff to bring in personal mobile telephones and devices for their own use but must ensure that these are left inside their bag throughout contact time with children. Under no circumstances may staff contact a current parent/carer or pupil using their personal device.

Staff bringing personal devices into the nursery school must ensure there is no inappropriate or illegal content on the device. Mobile phone calls may only be taken at staff breaks or in staff members' own time and in an area where children are not present. If staff have a personal emergency they are free to use the school telephone or make a personal call from their mobile in an area where children are not present. If any staff member has a family emergency or similar and needs to keep their mobile phone to hand, prior permission must be sought from the Head.

It is the responsibility of individual staff to ensure that the Office Manager has up to date contact information of their families, children's schools etc. and knows their emergency work telephone number.

Concerns will be taken seriously, logged and investigated appropriately. The Head reserves the right to check the image contents of a member of staff's mobile phone should there be any cause for concern over the appropriate use of it. Should inappropriate material be found then the Local Authority Designated Officer (LADO) will be contacted immediately together with the Proprietor. The school will follow any appropriate disciplinary measures informed by the guidance of the LADO. These measures may result in staff member's dismissal.

### **Cameras**

Photographs taken for the purpose of recording a child or groups of children participating in activities or celebrating their achievements is an effective form of recording their progression in the Early Years Foundation Stage. However, it is essential that photographs are taken and stored appropriately to safeguard the children in our care. Under no circumstance may staff use their mobile phone or personal camera to take photographs within the school. Should a member of staff fail to comply with this it will result in disciplinary action.

Only the designated Setting's iPads or cameras may be used to take any photograph within the school or on outings. Images taken must be deemed suitable and must never put the child/children in any compromising positions that could cause embarrassment or distress or harm. All staff are responsible for the location of these items.

Under no circumstances must cameras of any kind be taken into the bathrooms. If photographs need to be taken in a bathroom, i.e. photographs of the children washing their hands, permission must be obtained from the Head and staff must be supervised whilst taking the specific photograph. At all times the camera must be placed in a prominent place where it can be seen. Failure to adhere to the contents of this policy will lead to disciplinary procedures being followed.

### **Taking children to the toilet**

When taking children to the toilet staff will ensure they tell a colleague what they are doing and who they are supervising.

Staff will not assign the responsibility of taking a child to the toilet to an older pupil. It must be done by a member of staff.

### **Policy and Procedures in the Early Years Foundation Stage.**

- All Staff must be fully aware of the Safeguarding Policy and procedures for reporting and recording worries, concerns or incidents.
- All Child Protection concerns must be reported to the DSL. Where a child discloses concerns or makes an allegation no judgment will be made. The staff member will need to listen and seek clarification if required, before consulting with the designated person. Confidentiality will not be promised to anyone. A record will be kept of the conversation. Where there is a suspicion that a child is suffering or likely to suffer significant harm, the concern will be referred without delay to the DSL or Head.
- All staff are required to inform the Head teacher and DSL immediately if their family or a child within their care is undergoing an investigation by Social Services or if their child or step-child is placed on a Child Protection Register or is the subject of a Child Protection Plan. If this relates to the Headteacher, inform the Proprietor.
- If the disclosure reveals possible concerns about other staff members, it is important that no discussion should take place with individuals named in the disclosure. Where the child requires urgent medical treatment an ambulance will be called to take him/her to hospital and concerns raised with the DSL.

## **10. Pupils with special educational needs and disabilities**

We recognise that pupils with special educational needs (SEN) and disabilities can face additional safeguarding challenges. Additional barriers can exist when recognising abuse and neglect in this group, including:

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

We offer extra pastoral support for pupils with SEN and disabilities. This includes: one to one sessions with the SENCO where pastoral needs are discussed prior to academic activities, teachers are made aware through CPOMs of usual behaviours to better identify changes.

## **11. Mobile phones and cameras**

Staff are allowed to bring their personal phones to school for their own use but will limit such use to non-contact time when pupils are not present. Staff members' personal phones will remain in their bags or cupboards during contact time with pupils unless staff on the school field or moving have reason to be contactable at short notice.

Staff will not usually need to take pictures or recordings of pupils on their personal phones or cameras. There may be exceptions when this is appropriate and the school has utilised the APP ChatPro for this purpose. This APP is monitored by the DSL and Deputy DSL and all content only remains stored for a year.

We will follow the General Data Protection Regulation and Data Protection Act 2018 when taking and storing photos and recordings for use in the school.

## **12. Complaints and concerns about school safeguarding procedures**

### **12.1 Complaints against staff**

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see appendix 3).

### **12.2 Other complaints**

Complaints against pupils that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see appendix 3). For all other complaints the Head will take the lead in investigating the complaint, taking advice from the DSL and local safeguarding authorities when it is agreed to be necessary. All complaints will be logged and kept on file by the Head and the complainant will be notified of the outcome of the investigation within 28 days of the school having received the complaint.

Within EYFS the school will keep a record of all complaints and their outcome. Complaints will be investigated by the Head or an elected Proprietor should the Head be implicated within the complaint. The complainant will be notified of the outcome of the investigation within 28 days of the school having received the complaint. This will then be made available to ISI upon their request.

### **12.3 Whistle-blowing**

We will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the actions or attitudes of colleagues. If necessary, the member of staff can speak with the Headteacher, the Proprietors or with the LADO.

We will ensure staff are aware of and know how to access West Sussex Confidential Reporting Policy, [accessed here](#) and that further assistance for staff to raise concerns can be accessed by calling the NSPCC whistleblowing helpline on 0800 028 0285.

**Low-level concerns** about members of staff will be made to the Head, DSL or Deputies. Concerns about DSLs or Deputies will be made to the Head. It is also appropriate for staff to self-refer if they find themselves in a situation which may fall below the professional

standards of the school. A low-level concern is any concern that an adult has acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work
- does not meet the allegations threshold or is not considered serious enough to refer to the LADO

Examples of low-level concerns could be:

- being over friendly with children
- having favourites
- taking photos of children on their mobile phones
- engaging with a child one-to-one in a secluded area or behind closed doors
- using inappropriate sexualised, intimidating or offensive language or humiliating a child
- or any other case where there exists a sense of unease or nagging doubt

Ultimately staff should be encouraged, to create and embed a culture of openness, trust and transparency in which the school's or college's values and expected behaviour which are set out in the staff code of conduct are constantly lived, monitored and reinforced by all staff. Any concerns will be shared responsibly, properly recorded and dealt with following our procedures. Care will be taken to protect members of our community from potential false/malicious allegations or misunderstandings, whilst considering whether any unfounded claims are a cry for help and that those making the reports may have been abused themselves and need a referral to children's social care services.

Please refer to the school's Low level concern policy for greater information.

 [Low-Level-Concerns-Policy Conifers School](#)

### **13. Record-keeping**

We will hold records in line with our records retention schedule.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing on CPOMS. If you are in any doubt about whether to record something, discuss it with the DSL.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

Safeguarding records relating to individual children will be retained for a reasonable period of time after they have left the school, usually until their 25<sup>th</sup> birthday. They may also be transferred to a pupil's new school.

If a child for whom the school has, or has had, safeguarding concerns moves to another school, the Head will ensure that their child protection file is forwarded promptly and securely, and separately from the main pupil file. In addition, if the concerns are significant or complex, and/or social services are involved, the DSL will speak to the DSL of the receiving school and provide information to enable them to have time to make any necessary preparations to ensure the safety of the child.

Staff will have access to CPOMS for all safeguarding record keeping. If staff find their access limited they must make the DSL aware for this to be resolved as soon as is reasonably possible. Where possible a direct CPOMS transfer will be made should a child leave the school. If this is not possible a paper copy of all relevant information will be sent via recorded signed for delivery or where possible delivered in person by the DSL.

In addition:

- Appendix 2 sets out our policy on record-keeping specifically with respect to recruitment and pre-employment checks
- Appendix 3 sets out our policy on record-keeping with respect to allegations of abuse made against staff

## **14. Training**

### **14.1 All staff**

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems and their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from the 3 safeguarding partners.

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas. They will also be trained to manage a report of child on child abuse

Staff will receive regular training to ensure they are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school

Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually.

Contractors who are provided through a private finance initiative (PFI) or similar contract will also receive safeguarding training.

Volunteers will receive appropriate training, if applicable.

### **14.2 The DSL and deputies**

The DSL and deputies will undertake child protection and safeguarding training at least every 2 years. This will include inter-agency training accessed through West Sussex County Council.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

### **14.3 Proprietors**

The Proprietor that oversees and maintains safeguarding is James Polansky.



All Proprietors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

As the Proprietors may be required to act as the 'case manager' in the event that an allegation of abuse is made against the Headteacher, they receive training in managing allegations for this purpose.

#### **14.4 Recruitment – interview panels**

At least one person conducting any interview for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and will be in line with local safeguarding procedures.

#### **14.5 Staff who have contact with pupils and families**

All staff who have contact with children and families will have supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

### **15. Monitoring arrangements**

This policy will be reviewed **annually** by Juliette Pearce DSL. At every review, it will be approved by the Proprietors and the Head.

### **16. Links with other policies**

This policy links to the following policies and procedures:

- Behaviour  
[9a BEHAVIOUR POLICY](#)
- Staff code of conduct  
[7e STAFF BEHAVIOUR AND CODE OF CONDUCT -](#)
- Complaints  
[33a COMPLAINTS POLICY AND PROCEDURE](#)
- Health and safety  
[11 HEALTH AND SAFETY POLICY](#)
- Attendance  
[ATTENDANCE POLICY](#)
- Online safety  
[7 h Esafety Policy](#)

- First aid  
[13a FIRST AID POLICY](#)
- Curriculum  
[2a CURRICULUM POLICY](#)
- Self-harm  
[SELF HARM POLICY](#)
- Low Level Concerns  
[Low-Level-Concerns-Policy Conifers School](#)

**These appendices are based on the Department for Education's statutory guidance, Keeping Children Safe in Education.**

## **Appendix 1: types of abuse**

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

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

**Emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

**Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

- Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, upskirting (which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks for sexual gratification or cause the victim humiliation, distress or alarm) or grooming a child in preparation for abuse (including via the internet)

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

**Neglect** is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse.

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment

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

**Domestic Abuse** Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

**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 Statutory Guidance. [Modern slavery: how to identify and support victims - GOV.UK](#)

## **Appendix 2: safer recruitment and DBS checks – policy and procedures**

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

### **New staff**

When appointing new staff, we will:

- Verify their identity
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- Check that candidates taking up a management position are not subject to a prohibition from management (section 128) direction made by the secretary of state

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

When we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

We will ask for written information about previous employment history and check that information is not contradictory or incomplete.

We will seek references on all short-listed candidates, including internal candidates, before the interview. We will scrutinise these and resolve any concerns before confirming appointments. The references requested will ask specific questions about the suitability of the applicant to work with children.

In addition to the checks set out below, the School reserves the right to obtain such formal or informal background information about an applicant as is reasonable in the circumstances to determine whether they are suitable to work at the School. This will include internet and social media searches and candidates might be asked during their interview for their social media user names to facilitate these searches and checks.

**Regulated activity** means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children; or
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children; or
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

### **Existing staff**

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

- We believe the individual has engaged in relevant conduct; or
- The individual has received a caution or conviction for a relevant offence, or there is reason to believe the individual has committed a listed relevant offence, under the Safeguarding Vulnerable Groups Act 2006 (Prescribed Criteria and Miscellaneous Provisions) Regulations 2009; or
- The 'harm test' is satisfied in respect of the individual (i.e. they may harm a child or vulnerable adult or put them at risk of harm); and
- The individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

### **Agency and third-party staff**

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We

will also check that the person presenting themselves for work is the same person on whom the checks have been made.

### **Contractors**

We will ensure that any contractor, or any employee of the contractor, who is to work at the school whilst children are present has had the appropriate level of DBS check (this includes contractors who are provided through a PFI or similar contract). This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

For self-employed contractors such as music teachers or sports coaches, we will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought.

### **Trainee/student teachers**

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

In both cases, this includes checks to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006.

### **Volunteers**

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in unsupervised regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check without barred list information for any volunteers not engaging in regulated activity. We will retain a record of this risk assessment
- Ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the 2018 Childcare Disqualification Regulations and Childcare Act 2006. Where we decide that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment. This will include our evaluation of any risks and control measures put in place, and any advice sought

### **Proprietor**

The Proprietor must be informed by the DSL of any on-going Safeguarding issues ensuring that confidentiality is maintained.

The Proprietor will carry out an annual, minuted, review of safeguarding procedures, safeguarding audit and policies with the Head and DSL.

The Head will monitor that procedures are adhered to by the DSL as well as the monitoring of the related duties of the Deputy DSLs and will report this information to the Proprietor.

This policy will be formally reviewed on an annual basis by SMT and the Proprietor. The Proprietor will use members of the advisory panel where further safeguarding expertise is required.

The Proprietor will ensure that the child's wishes and feelings are taken into account when determining what action to take and what services to provide to protect individual children. The Proprietor will ensure that staff members do not agree confidentiality and always act in the interest of the child.

The Proprietor will ensure that mechanisms are in place to assist staff to understand and discharge their role and responsibilities as set out in Part 1 of Keeping Children Safe in Education (2021)

The Proprietor will ensure that the school contributes to inter-agency working in line with statutory guidance "Working together to safeguard children" (2018).

The Proprietor will ensure that the school's safeguarding arrangements takes into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures.

The Proprietor will ensure that children are taught about safeguarding, including online, through teaching and learning opportunities across a broad and balanced curriculum, including during PSHE lessons, tutor time and assemblies.

### **Staff working in alternative provision settings**

When we place a pupil with an alternative provision provider, we obtain written confirmation from the provider that they have carried out the appropriate safeguarding checks on individuals working there that we would otherwise perform.

### **Adults who supervise pupils on work experience**

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

### Appendix 3: allegations of abuse made against staff

This section of this policy applies to all cases in which it is alleged that a current member of staff or volunteer has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- 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 to children
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children

Where there are concerns about the Proprietor the member of staff should contact their LADO. (See list of important contacts.)

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

### Suspension

Suspension will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted

### Definitions for outcomes of allegation investigations

- **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 to either prove or disprove the allegation (this does not imply guilt or innocence)
- **Unfounded:** to reflect cases where there is no evidence or proper basis which supports the allegation being made

### Procedure for dealing with allegations



In the event of an allegation that meets the criteria above, the Headteacher (or Proprietors where the Headteacher is the subject of the allegation) – the ‘case manager’ – will take the following steps:

- Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children’s social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children’s social care services, where necessary). Where the police and/or children’s social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children’s social care services, as appropriate
- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children’s social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and considering what other support is appropriate. The individual will be encouraged to discuss the matter with their union representative.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children’s social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child

We will inform ISI of any allegations of serious harm or abuse by any person living, working, or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere), and any action taken in respect of the allegations. This notification will be made as soon as reasonably possible and always within 14 days of the allegations being made.

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the Teaching Regulation Agency.

Where the police are involved, wherever possible the Proprietors will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

### **Timescales**

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days

### **Specific actions**

#### **Action following a criminal investigation or prosecution**

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

#### **Conclusion of a case where the allegation is substantiated**

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the designated officer whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

#### **Individuals returning to work after suspension**

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

#### **Unsubstantiated or malicious allegations**

If an allegation is shown to be deliberately invented, or malicious, the Headteacher, or other appropriate person in the case of an allegation against the Headteacher, will

consider whether any disciplinary action is appropriate against the pupil(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

## **Confidentiality**

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the local authority's designated officer, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

## **Record-keeping**

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken and decisions reached (and justification for these, as stated above)

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file, and provide a copy to the individual.

Where records contain information about allegations of sexual abuse, we will preserve these for the Independent Inquiry into Child Sexual Abuse (IICSA), for the term of the inquiry. We will retain all other records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

## **References**

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

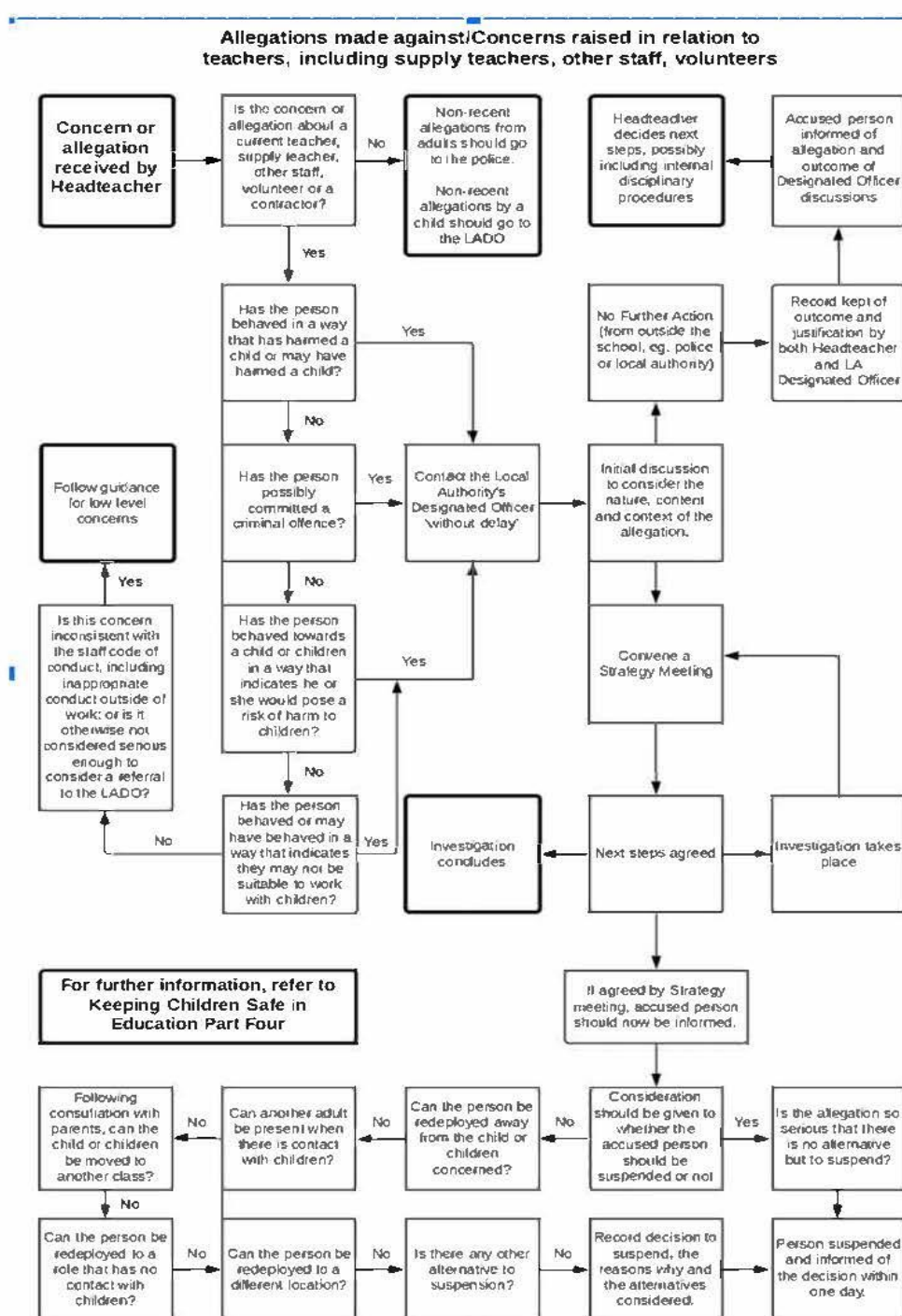
## **Learning lessons**

After any cases where the allegations are found to be unsubstantiated OR *substantiated*, we will review the circumstances of the case with the local authority's designated officer

to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual



## Appendix 4: specific safeguarding issues

### Victims and alleged perpetrator(s)

For the purposes of this guidance, we, in places, use the term '**victim**'. It is a widely recognised and understood term. It is important that schools and colleges recognise that not everyone who has been subjected to abuse considers themselves a victim or would want to be described in this way. Ultimately, schools and colleges should be conscious of this when managing any incident and be prepared to use any term with which the individual child is most comfortable.

For the purpose of this advice, we, in places, use the term '**alleged perpetrator(s)**' and where appropriate '**perpetrator(s)**'. These are widely used and recognised terms and the most appropriate to aid effective drafting of guidance. However, schools and colleges should think very carefully about terminology, especially when speaking in front of children, not least because in some cases the abusive behaviour will have been harmful to the perpetrator as well. As above, the use of appropriate terminology will be for schools and colleges to determine, as appropriate, on a case-by-case basis.

### Children missing from education

A child going missing from education, particularly repeatedly, can be a warning sign of a range of safeguarding issues. This might include abuse or neglect, such as sexual abuse or exploitation or child criminal exploitation, or issues such as mental health problems, substance abuse, radicalisation, FGM or forced marriage.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Are at risk of forced marriage or FGM
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is suffering or likely to suffer from harm, or in immediate danger.

At the start of the academic year the school will ensure that ALL pupils are 'on roll' at their new school and have recorded their first day of attendance. We confirm pupil transfers every year to new settings in September using:

<https://www.westsussex.gov.uk/education-children-and-families/schools-and-colleges/school-places/notification-of-removing-from-the-school-roll/?formcheck=checked>

Where families are considering removing a child from roll, for home-schooling or other reasons, we will endeavour where possible to initiate a multi-agency meeting with parents before allowing a child to be removed from education.

If we believe any child to be missing education we will notify the Local Authority here:

<https://www.westsussex.gov.uk/education-children-and-families/schools-and-colleges/school-attendance-and-behaviour/report-a-child-missing-education/>

## **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.

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: [www.actionagainstabduction.org](http://www.actionagainstabduction.org) and [www.clevernevergoes.org](http://www.clevernevergoes.org).

## **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. Modern slavery: how to identify and support victims - GOV.UK ([www.gov.uk](http://www.gov.uk))

## **Cybercrime**

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.

If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), will consider referring into the **Cyber Choices** programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that **Cyber Choices** does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety.

Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - NCSC.GOV.UK

## **Domestic abuse**

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of sexual identity, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse and/or violence can have a serious, long lasting emotional and



psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

Young people can also experience domestic abuse within their own intimate relationships. This form of child-on-child abuse is sometimes referred to as 'teenage relationship abuse'. Depending on the age of the young people, this may not be recognised in law under the statutory definition of 'domestic abuse' (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures will be followed and both young victims and young perpetrators will be offered support.

### **Looked after children**

The most common reason for children becoming looked after is as a result of abuse and/or neglect. The Proprietor will ensure that staff have the skills, knowledge and understanding necessary to keep looked after children safe. This will include providing relevant staff with the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents or on an interim or full care order) and contact arrangements with birth parents or those with parental responsibility. Staff will also have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead will have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

The school has a designated teacher (DT), Emma Fownes, who will promote and support the educational achievement of children and young people (CYP) who are in local authority care. The DT will provide DSL with details of the named social worker (and if relevant the virtual Headteacher) for CYP in LA care. The DT has specific training for the role.

### **Mental Health**

There are a wide range of mental health issues that affect children's safeguarding including depression, self-harm (see our self-harm policy here) and eating disorders. Further information and guidance can be found here: [Mental Health Guidance for Schools](#).

All staff at Conifers School are aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

School staff are not expected to be trained or to diagnose mental health conditions or issues, but may notice behaviours that may be of concern. . All mental health concerns will be raised with the Designated Mental Health Lead Mrs Juliette Pearce.

School staff can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the mental health and behaviour in schools guidance. Public Health England has produced a range of resources to support school teachers to promote positive health, wellbeing and resilience among children. See Rise Above for links to all materials and lesson plans

<https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview>



Mental health concerns will all be reported to the DSL as safeguarding issues, and they will refer to CAMHS as appropriate

**CAMHS Chichester: 01243 813405**

and also CMHL Community Mental Health Liaison (CMHL): 0300 3040304

[spnt.cmhlserviceaccesspoint@nhs.net](mailto:spnt.cmhlserviceaccesspoint@nhs.net)

There will be a graduated response process (assess-plan-do-review) to Mental Health issues involving:

- Assessment to establish clear analysis of the pupil's needs
- A plan to set out how the pupil will be supported
- Action to provide that support
- Regular reviews to assess the effectiveness of the provision and lead to changes where necessary
- Put support in place without delay

### **Child sexual exploitation**

Child sexual exploitation (CSE) is a form of child sexual abuse that occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Indicators of sexual exploitation can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying inappropriate sexualised behaviour
- Suffering from changes in emotional wellbeing
- Misusing drugs and/or alcohol
- Going missing for periods of time, or regularly coming home late
- Regularly missing school or education, or not taking part in education

### **Child Criminal Exploitation**

CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for

something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator  
and/or (c) through violence or the threat of violence.

The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

Some of the following can be indicators of CCE:

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

Further guidance on CCE can be found in KCSIE (2021) page 12

## **County Lines**

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs (primarily crack cocaine and heroin) into one or more importing areas [within the UK], using dedicated mobile phone lines or other form of “deal line”.

Exploitation is an integral part of the county lines offending model with children and vulnerable adults exploited to move [and store] drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools, further and higher educational institutions, pupil referral units, special educational needs schools, children’s homes and care homes. Children are often recruited to move drugs and money between locations and are known to be exposed to techniques such as ‘plugging’, where drugs are concealed internally to avoid detection. Children can easily become trapped by this type of exploitation as county lines gangs create drug debts and can threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism will be considered. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral will be considered alongside consideration of availability of local services/third sector providers who offer support to victims of county lines exploitation.

Staff will be familiar with the Home Office County Lines guidance, [\*Criminal Exploitation of children and vulnerable adults: County Lines guidance\*](#). – recently updated (July 2021)

## **Operation Encompass**

Operation Encompass operates in the majority of police forces across England. It helps police and schools work together to provide emotional and practical help to children. The system ensures that when police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the key adult (usually the designated safeguarding lead) in school before the child or children arrive at school the following day. This ensures that the school has up to date relevant information about the child’s circumstances and can enable support to be given

to the child according to their needs. Police forces not signed up to operation encompass will have their own arrangements in place. Conifers is part of Operation Encompass and the DSL will be informed if there are any incidents that involve any students.

### **Homelessness**

Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

The DSL deputies will be aware of contact details and referral routes in to the local housing authority so they can raise/progress concerns at the earliest opportunity (where appropriate and in accordance with local procedures).

Where a child has been harmed or is at risk of harm, the DSL will also make a referral to children's social care.

### **So-called 'honour-based' abuse (including FGM and forced marriage)**

So-called 'honour-based' abuse (HBA) encompasses incidents or crimes committed to protect or defend the honour of the family and/or community, including FGM, forced marriage, and practices such as breast ironing.

Abuse committed in this context often involves a wider network of family or community pressure and can include multiple perpetrators.

All forms of HBA are abuse and will be handled and escalated as such. All staff will be alert to the possibility of a child being at risk of HBA or already having suffered it. If staff have a concern, they will speak to the DSL, who will activate local safeguarding procedures.

### **FGM**

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues
- A girl:
  - Having difficulty walking, sitting or standing, or looking uncomfortable
  - Finding it hard to sit still for long periods of time (where this was not a problem previously)
  - Spending longer than normal in the bathroom or toilet due to difficulties urinating
  - Having frequent urinary, menstrual or stomach problems
  - Avoiding physical exercise or missing PE
  - Being repeatedly absent from school, or absent for a prolonged period
  - Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
  - Being reluctant to undergo any medical examinations
  - Asking for help, but not being explicit about the problem
  - Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues
- A girl:
  - Having a mother, older sibling or cousin who has undergone FGM
  - Having limited level of integration within UK society
  - Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
  - Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
  - Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
  - Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
  - Being unexpectedly absent from school
  - Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

## **Forced marriage**

Forcing a person into marriage is a crime. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats, or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or [fm@fcgov.uk](mailto:fm@fcgov.uk)
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

## Preventing radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding partners and local police force.

We will ensure that suitable internet filtering is in place and equip our pupils to stay safe online at school and parents are advised on how to keep children safe online at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Further information on the school's measures to prevent radicalisation are set out in other school policies and procedures, including Conifers Staff Handbook, Curriculum Policy, PSHE/RSE policies, E Safety policy, behaviour policy and whistleblowing policy.

Please also refer to [Radicalisation and Extremism - Examples and Behavioural Traits](#)

## **Channel**

Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. Prevent referrals may be passed to a multi-agency Channel panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from

the school or college may be asked to attend the Channel panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

Guidance on Channel is available at:

<https://www.gov.uk/government/publications/channel-guidance>

## **Private Fostering**

A private fostering arrangement is essentially one that is made privately (that is to say without the involvement of a local authority) for the care of a child under the age of 16 (under 18, if disabled) by someone other than a parent or close relative with the intention that it should last for 28 days or more. Private foster carers may be from the extended family, such as a cousin or great aunt. However, a person who is a relative under the Children Act 1989 i.e. a grandparent, brother, sister, uncle or aunt (whether of the full or half blood or by marriage) or step-parent will not be a private foster carer. A private foster carer may be a friend of the family, the parent of a friend of the child, or someone previously unknown to the child's family who is willing to privately foster a child. The period for which the child is cared for and accommodated by the private foster carer should be continuous, but that continuity is not broken by the occasional short break. Exemptions to this definition are set out in Schedule 8 to the Children Act 1989.

Private fostering arrangements can be a positive response from within the community to difficulties experienced by families. Nonetheless, privately fostered children remain a diverse and potentially vulnerable group.

The private foster carer becomes responsible for providing the day to day care of the child in a way which will promote and safeguard his welfare. Overarching responsibility for safeguarding and promoting the welfare of the privately fostered child remains with the parent or other person with parental responsibility. Local authorities do not formally approve or register private foster carers. However, it is the duty of local authorities to satisfy themselves that the welfare of children who are, or will be, privately fostered within their area is being, or will be, satisfactorily safeguarded and promoted. It is the local authority in whose area the privately fostered child resides which has legal duties in respect of that child.

Local authorities will need to distinguish between private arrangements made between parents and carers, and arrangements in which they, with the consent of the parents, have been involved where the child concerned is legally defined as 'accommodated' under section 20 of the Children Act 1989, thus being a looked after child.

Social workers should have access to a named person within the local authority who has expertise in private fostering.


Education, health and other professionals should notify the local authority of a private fostering arrangement that comes to their attention, where they are not satisfied that the

local authority have been, or will be, notified of the arrangement, so that the local authority can then discharge its duty to satisfy itself that the welfare of the privately fostered child concerned is satisfactorily safeguarded and promoted. This is, of course, a matter of good practice

### **Child on child abuse (previously called peer on peer abuse)**

Children can abuse other children. This is generally referred to as child on child abuse and can take many forms. This can include (but is not limited to): abuse within intimate partner relationships; bullying (including cyberbullying); sexual violence and sexual harassment; physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexting and initiation/hazing type violence and rituals. The school recognises that this abuse can happen inside or outside school and also online. It is important to explain to children that the law is in place to protect rather than criminalise them. Any concerns must be reported to the DSL as soon as possible and will be responded to in accordance with the detailed guidance in Part 5 of KCSIE.

See flowchart for how to respond

 Flowchart+Sexual+Violence+and+Sexual+Harassment+2022

**Online:** Schools and colleges should recognise that child-on-child abuse occurring online (either in isolation or in connection with face-to-face incidents) can introduce a number of complex factors. Amongst other things, this can include widespread abuse or harm across a number of social media platforms that leads to repeat victimisation. Online concerns can be especially complicated and support is available from:

- **The UK Safer Internet Centre** provides an online safety helpline for professionals at 0344 381 4772 and [helpline@saferinternet.org.uk](mailto:helpline@saferinternet.org.uk). The helpline provides expert advice and support for school and college staff with regard to online safety issues
- **Internet Watch Foundation:** If the incident/report involves sexual images or videos that have been made and circulated online, the victim can be supported to get the images removed by the [Internet Watch Foundation](#) (IWF)
- **Childline/IWF Report Remove** is a free tool that allows children to report nude or sexual images and/or videos of themselves that they think might have been shared online
- **UKCIS Sharing nudes and semi-nudes advice:** [Advice for education settings working with children and young people](#) on responding to reports of children sharing non-consensual nude and semi-nude images and/or videos (also known as sexting and youth produced sexual imagery). Please see footnote 8 for further information
- **Thinkuknow** from NCA-CEOP provides support for the children's workforce, parents and carers on staying safe online
- LGFL '[Undressed](#)' provided schools advice about how to teach young children about being tricked into getting undressed online in a fun way without scaring them or explaining the motives of sex offenders.

For greater detail about types of abuse please refer to [KCSIE](#)

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

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



**Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents. (Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent, or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault.)

**Causing someone to engage in sexual activity without consent:** A person (A) commits an offence if: s/he intentionally causes another person (B) to engage in an activity, the activity is sexual, B does not consent to engaging in the activity, and A does not reasonably believe that B consents. (This could include forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.)

**What is consent?** Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice. Further information about consent can be found here: [Rape Crisis England & Wales - Sexual consent](#)

- a child under the age of 13 can never consent to any sexual activity;
- the age of consent is 16;
- It is important school and college staff (and especially designated safeguarding leads and their deputies) understand consent. This will be especially important if a child is reporting they have been raped or sexually assaulted in any way. More information: [here](#).
- sexual intercourse without consent is rape.

## **Sexual harassment**

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

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

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (the school will consider when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
- consensual and non-consensual sharing of nudes and semi-nudes images and/or videos. As set out in [UKCIS Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) (which provides detailed advice for schools and colleges) taking and sharing nude photographs of U18s is a criminal offence;
- sharing of unwanted explicit content;
- upskirting



- sexualised online bullying;
- unwanted sexual comments and messages, including, on social media; or sexual exploitation; coercion and threats.

#### How to consider reports of Sexual Harassment or Sexual Violence:

Sexual violence and sexual abuse can happen anywhere, and all staff working with children are advised to maintain an attitude of 'it could happen here'. The School should be aware of and will respond appropriately to all reports and concerns about sexual violence and/or sexual harassment both online and offline, including those that have happened outside of the school. The designated safeguarding lead (or a deputy) is likely to have a complete safeguarding picture and be the most appropriate person to advise on the initial response by the school. Important considerations will include:

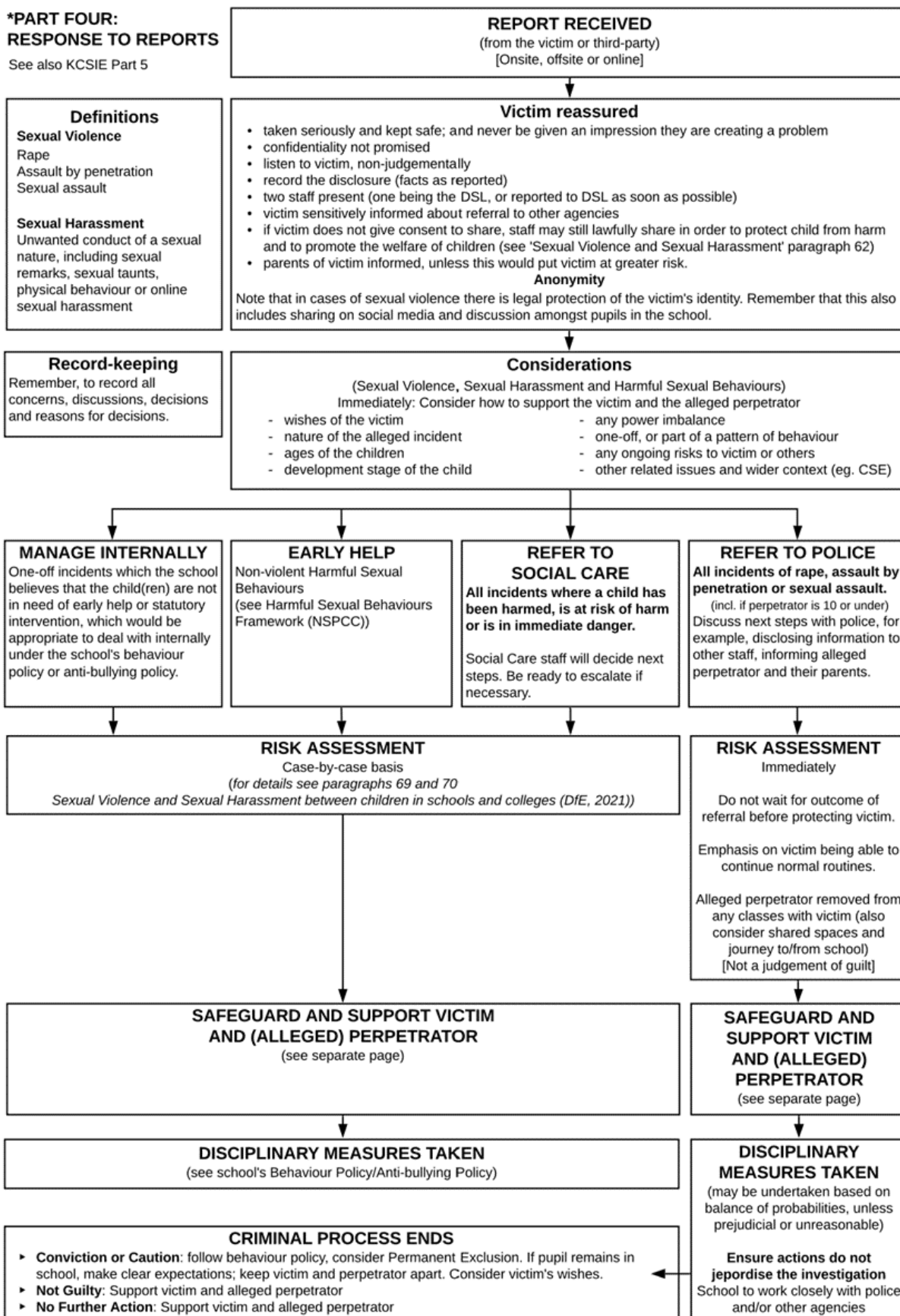
- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered. This will however need to be balanced with the school's duty and responsibilities to protect other children
- the nature of the alleged incident(s), including whether a crime may have been committed and/or whether HSB has been displayed
- the ages of the children involved
- the developmental stages of the children involved
- any power imbalance between the children. For example, is/are the alleged perpetrator(s) significantly older, more mature, confident and well known social standing? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse (sexual abuse can be accompanied by other forms of abuse and a sustained pattern may not just be of a sexual nature)
- that sexual violence and sexual harassment can take place within intimate personal relationships between children
- importance of understanding intra familial harms and any necessary support for siblings following incidents
- are there ongoing risks to the victim, other children, school staff, and
- other related issues and wider context, including any links to child sexual exploitation and child criminal exploitation

As always when concerned about the welfare of a child, all staff should act in the best interests of the child. In all cases, the school will follow general safeguarding principles as set out in KCSIE 22.. Immediate consideration will be given as to how best to support and protect the victim and the alleged perpetrator(s) (and any other children involved/impacted).

#### How to respond reports of Sexual Harassment or Sexual Violence:

**\*PART FOUR:  
RESPONSE TO REPORTS**

See also KCSIE Part 5



2022 SVSH Flowchart

## [2022 Sexual violence and Harrassment flowchart](#)

For more information about sexual violence and sexual harassment please refer to the detailed guidance in Part 5 of KCSIE.

## [Keeping children safe in education](#)

### **Checking the identity and suitability of visitors**

All visitors will be required to verify their identity to the satisfaction of staff.

If the visitor is unknown to the setting, we will check their credentials and reason for visiting before allowing them to enter the setting. Visitors should be ready to produce identification.

Visitors are expected to sign in on the iPad outside the school office and wear a visitor's lanyard denoting the reason for their visit.

Visitors to the school who are visiting for a professional purpose, such as educational psychologists and school improvement officers, will be asked to show photo ID and:

- Will be asked to show their DBS certificate, which will be checked alongside their photo ID; or
- The organisation sending the professional, such as the LA or educational psychology service, will provide prior written confirmation that an enhanced DBS check with barred list information has been carried out

All other visitors, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

### **Non-collection of children**

If a child is not collected at the end of the session/day, we will:

Call in order each contact listed for the pupil.

Two members of staff will remain on site with the child until they are collected (one of which will be a member of the SLT).

If a key contact is unreachable then the local authority and police will be contacted.

### **Missing pupils**

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will:

If at any time during the school day a child is noticed as missing the following procedure will take place:

As soon as it is noticed that a child is missing, staff will alert a senior member of staff.

The senior staff and any other available staff will carry out a thorough search of the school buildings, playgrounds and other outdoor areas including the field.

The registers will be checked to make sure no other child is missing.

External doors and gates are checked to establish whether there has been a breach of security.

If the child is not found, the parent/guardian is contacted, and the missing child is reported to the police (101)

The police will want to know:

1. Where you are.
2. The name of the child.
3. The next of kin of the child.
4. A detailed description of the child (going from head to toe, clothing etc.)
5. When they were first noticed missing.
6. When and where they were last seen.
7. Circumstances of the disappearance (any trigger, arguments etc.).
8. Who is looking for the child at the moment, where they are and their mobile phone number.
9. When the police arrive, they will co-ordinate the search and staff will comply fully with their instructions; staff will continue to search unless instructed by police to stop.

#### Follow-up to the incident

When the child is found their needs and those of the parent are paramount. Emotions are likely to be running high, and this should be considered when trying to establish what happened immediately before the child left the school premises.

It will be established whether the child is injured or has been harmed in any way, and the appropriate action taken.

After the search there will be a need to meet with staff to reassure them and to take the opportunity to de-brief.

An incident report should be completed by the staff member coordinating the search and handed to the DSL and Head. This will be placed in the school's Safeguarding File.

The Head will inform the Proprietors and any other relevant body as appropriate.

A Risk Assessment review will take place in the area from which the child went missing as soon as possible, and no longer than 3 days after the event. Any identified security improvements will be put in place as soon as possible.

A meeting will be held with both the parent and the child to establish how the incident occurred, and what actions or support will be necessary to prevent such an incident from happening again in the future.

This may include:

Pupil Support with the involvement of the SENCo, other staff member or identified professional.

An individual risk assessment being reviewed or put in place.

A behaviour or learning support plan being reviewed or put in place.

A 'check-in' or buddy system being established.

Potential referral to an external agency where the pupil's safety, mental or emotional health and well-being are felt to be at risk.

A sanction being applied in line with the school's Behaviour Policy, if appropriate.

The incident will be discussed at the next staff meeting and any recommendations for improvements in the procedure will be made to the Governing Body.

#### Missing Child Flow Chart

### 2. Missing Child (Off-Site School Visits)

If a child goes missing from an educational visit where parents are not attending and responsible for their own child, the following procedure applies:

As soon as it is noticed that a child is missing, staff on the visit ask children to stand with their designated person and carry out a headcount to ensure that no other child has gone astray.

One staff member will search the immediate vicinity but does not search beyond that.

The staff contact the police using a mobile phone and report the child as missing

The person in charge informs the Headteacher who will then liaise with the police and contact the family.

If appropriate, the Head may make their way to the venue to aid the search and be the point of contact for the police as well as support staff.

In an indoor venue, the staff contact the venue's security staff who will handle the search and contact the police if the child is not found.

Investigation following the safe recovery of the child

The Head, with the support of the police if appropriate, carries out a full investigation taking written statements from all the staff present at the time.

An Incident Log Sheet should be completed detailing:

1. the date and time of the report
2. staff/children were in the group
3. when the child was last seen in the group
4. what has taken place in the group since then
5. the time it is estimated that the child went missing.
6. Any other relevant details, including the recovery of the child.
7. A conclusion is drawn as to how the breach of security happened.

If the incident warrants a police investigation all staff cooperate fully. In this case, the police will handle all aspects of the investigation, including interviewing staff.

The incident is reported under RIDDOR arrangements and to the Local Authority Health and

Safety Officer (01243 752025) as appropriate.

### 3. Missing Child from Parental Care

At busy times of the day and during family events at school children occasionally go missing from the care of their parents.

In order to try to ensure that the child is found quickly and safely the above procedures will still apply.

#### 4. Arrangements at the end of After School Clubs

Every After School Club will have a register of children attending.

Unless permissions have been obtained in writing to the contrary, all pupils will be handed over to their parents at the end of the club by a member of staff.

#### 5. Children Walking Unaccompanied Recommendations

##### Walking to School and Walking Home Alone

To keep traffic to a minimum outside the school and the immediate area, thus helping to keep it safe for everyone in the community, and to provide the healthiest start and end to the school day for pupils, we recommend that pupils walk to school from home as much as possible.

Conifers School recommends that children are accompanied to and from school by an adult until Year 6. However, legally the decision and responsibility for children walking alone remains with parents/carers and they may make the decision to allow their child to walk unaccompanied when appropriate for the individual child.

If a parent wishes their child to walk home unaccompanied then the school will need written permission from the parent/carer.

Becoming more independent, when parents are confident that their child has the road safety skills, may start with your child arranging to meet up with friends and walk into school together, either from home or from a set meeting place. However, it is the parent's choice and responsibility for the school journey and the decision about when your child is ready to walk independently will remain with the parent. If you would like to discuss this with the school, please contact the Head.

During the winter months, we recommend that parents ensure their child carries 'high visibility' items and/or carries a torch, as appropriate.

Children may ride bicycles or scooters to school with parent's permission. Pupils must dismount at the gate as no riding of either is allowed once on the school property. Helmets should be worn at all times.

Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the TES, MindEd and the NSPCC websites. School staff can access government guidance as required on the issues listed below via GOV.UK and other government/agency websites:

[Bullying including cyberbullying](#)

[Child abduction and community safety incidents](#)

[Child criminal exploitation: county lines](#)

[Children missing education](#)

[Child missing from home or care](#)

[Child sexual exploitation \(CSE\)](#)

[County lines and criminal exploitation toolkit](#)

[Cyber Crime](#)

[Domestic Abuse Act 2021](#)

[Domestic violence](#)

[Drugs](#)

[Fabricated or induced illness](#)

[Faith abuse](#)

[Female genital mutilation \(FGM\)](#)

[Forced marriage-](#)

[Gangs and youth violence](#)

[Gender-based violence/violence against women and girls \(VAWG\)](#)

[Homelessness](#)

[LGFL 'Undressed'](#)

[Mental health](#)

[Missing children and adults strategy](#)

[Modern Slavery and National Referral Mechanism](#)[Page](#)

[Private fostering](#)

[Preventing radicalisation](#)

[Relationship abuse](#)

[Sexting and upskirting](#)

[Trafficking](#)

[Supporting practice in tackling child sexual abuse film series](#)

[Harmful Sexual Behaviour Support Service | SWGfL](#)

[How Can I Help My Child? Sexual Abuse Online](#)

[The right to choose: government guidance on forced marriage - GOV.UK](#)

## **Appendix 5: COVID-19 school closure arrangements for Safeguarding and Child Protection at Conifers School**

### **1. Context**

From 20<sup>th</sup> March 2020 parents were asked to keep their children at home, wherever possible, and for schools to remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

Schools and all childcare providers were asked to provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This addendum of the Conifers School Safeguarding and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

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### **Key contacts**

<b>Role</b>	<b>Name</b>	<b>Contact number</b>	<b>Email</b>
Designated Safeguarding Lead	Juliette Pearce	07769677895	<a href="mailto:jpearce@conifersschool.com">jpearce@conifersschool.com</a>
Deputy Designated Safeguarding Leads	Lucy Willett	0791211150	<a href="mailto:lwillett@conifersschool.com">lwillett@conifersschool.com</a>
Headteacher	Emma Fownes	07876670226	<a href="mailto:efownes@conifersschool.com">efownes@conifersschool.com</a>



Proprietors	Aaron Stewart	07836561333	<a href="mailto:astewart@qveducation.com">astewart@qveducation.com</a>
	James Polansky	07866447575	<a href="mailto:jpolansky@qveducation.com">jpolansky@qveducation.com</a>
Local authority designated officer (LADO)	Miriam Williams Donna Tomlinson	0330 222 6450	<a href="mailto:LADO@westsussex.gov.uk">LADO@westsussex.gov.uk</a>

## 2. Attendance monitoring

Education settings do not need to complete their usual day-to-day attendance processes to follow up on non-attendance.

If Conifers School has any children in attendance (e.g. because their parent(s) are critical workers) we will submit the weekly attendance sheet to the DfE - <https://www.gov.uk/government/publications/coronavirus-covid-19-attendance-recording-for-educational-settings>

If the school has closed, we will complete the return once as requested by the DfE.

To support the above, Conifers School will, when communicating with parents, confirm emergency contact numbers are correct and ask for any additional emergency contact numbers where they are available.

## 3. Designated Safeguarding Lead

Conifers School has a Designated Safeguarding Lead (DSL) and a Deputy DSL.

The Designated Safeguarding Lead is: Juliette Pearce

The Deputy Designated Safeguarding Lead are: Lucy Willett and Emma Fownes

The optimal scenario is to have a trained DSL (or deputy) available on site. Where this is not the case a trained DSL (or deputy) will be available to be contacted via phone or online video - for example when working from home.

Where a trained DSL (or deputy) is not on site, in addition to the above, a senior leader will assume responsibility for coordinating safeguarding on site.

This might include updating and managing access to child protection online management system, CPOMS and liaising with the offsite DSL (or deputy).

It is important that all staff and volunteers have access to a trained DSL (or deputy). On each day, the staff on site will be made aware of who that person is and how to contact them.

The DSL will continue to engage with social workers, and attend all multi-agency meetings, which can be done remotely.

#### **4. Reporting a concern**

Where staff have a concern about a child, they will continue to follow the process outlined in the school Safeguarding Policy, this includes making a report via CPOMS, which can be done remotely.

In the unlikely event that a member of staff cannot access their CPOMS from home, they should email the Designated Safeguarding Lead and Headteacher. This will ensure that the concern is received.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they will report the concern to the DSL and Headteacher by email. If there is a requirement to make a notification to the DSL and Headteacher whilst away from school, this will be done verbally and followed up with an email to the DSL and Headteacher.

Concerns around the Headteacher should be directed to the Proprietor: James Polansky - [jpolansky@qveducation.com](mailto:jpolansky@qveducation.com)

The DSL team will continue to offer support in the process of managing allegations.

#### **5. Safeguarding Training and Induction**

DSL training is very unlikely to take place whilst there remains a threat of the COVID 19 virus.

For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

All existing school staff have had safeguarding training and have read Part 1 of Keeping Children Safe in Education (2021). The DSL should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers enter Conifers School, they will continue to be provided with a safeguarding induction remotely.

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children

- there is no ongoing disciplinary investigation relating to that individual

Upon arrival, they will be given a copy of the receiving setting's child protection policy, confirmation of local processes and confirmation of DSL arrangements.

## **6. Safer recruitment/volunteers and movement of staff**

It remains essential that people who are unsuitable are not allowed to enter the children's workforce or gain access to children. When recruiting new staff, Conifers School will continue to follow the relevant safer recruitment processes for their setting, including, as appropriate, relevant sections of Keeping Children Safe in Education (2021) (KCSIE).

In response to COVID-19, the Disclosure and Barring Service (DBS) has made changes to its guidance on standard and enhanced DBS ID checking to minimise the need for face-to-face contact.

If staff are deployed from another education or children's workforce setting to our school, we will take into account the DfE supplementary guidance on safeguarding children during the COVID-19 pandemic and will accept portability as long as the current employer confirms in writing that:-

- the individual has been subject to an enhanced DBS and children's barred list check
- there are no known concerns about the individual's suitability to work with children
- there is no ongoing disciplinary investigation relating to that individual

Where Conifers School are utilising volunteers, we will continue to follow the checking and risk assessment process as set out in KCSIE. Under no circumstances will a volunteer who has not been checked be left unsupervised or allowed to work in regulated activity, this includes but is not limited to remote learning.

Conifers School will continue to follow the legal duty to refer to the DBS anyone who has harmed or poses a risk of harm to a child or vulnerable adult. Full details can be found in KCSIE.

Conifers School will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per KCSIE and the TRA's 'Teacher misconduct advice for making a referral.

During the COVID-19 period all referrals will be made by emailing [Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk)

Whilst acknowledging the challenge of the current National emergency, it is essential from a safeguarding perspective that any school is aware, on any given day, which staff/volunteers will be in the school or college, and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Conifers School will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

## **7. Online safety in schools and colleges**

Conifers School will continue to provide a safe environment, including online. This includes the use of an online filtering system, website checks by staff working remotely and oversight of Google Hangouts.

Where students are using computers in school, appropriate supervision will be in place.

## **8. Children and online safety away from school and college**

It is important that all staff who interact with children, including online, continue to look out for signs a child may be at risk. Any such concerns will be dealt with as per the Child Protection Policy and where appropriate referrals will still be made to children's social care and as required, the police.

Online teaching will follow the same principles as set out in the school code of conduct.

Conifers School will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some things to consider when delivering virtual lessons, especially where webcams are involved:

- No 1:1s, groups only – the exception to this are instrumental lessons or those with express permission from the Headteacher and a parent must be present in the room for the duration of the lesson.
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; and the background should be clear where possible.
- The live class should be recorded so that if any issues were to arise, the video can be reviewed.
- Live classes should be kept to a reasonable length of time, or the streaming may prevent the family 'getting on' with their day.
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms specified by senior managers and approved by our IT Lead / provider to communicate with pupils. Please do not use any other software other than those specified by SLT.
- Staff should record the length, time, date and attendance of any sessions held where they are present.

## **9. Supporting children not in school**

Conifers School is committed to ensuring the safety and wellbeing of all its children.

Where the DSL has identified a child to be on the edge of social care support, or who would normally receive pastoral-type support in school, they will ensure that a robust communication plan is in place for that child or young person.

Details of this plan must be recorded on CPOMS, as will a record of contact you have made.

The communication plans can include; remote contact, phone contact. Other individualised contact methods should be considered and recorded.

Conifers School and its DSL will work closely with all stakeholders to maximise the effectiveness of any communication plan.

This plan must be reviewed regularly and where concerns arise, the DSL will consider any referrals as appropriate.

The school will share safeguarding messages on its website.

Conifers School recognises that school is a protective factor for children and young people, and the current circumstances, can affect the mental health of pupils and their parents/carers. Teachers at Conifers School need to be aware of this in setting expectations of pupils' work where they are at home.

## **10. Supporting children in school**

Conifers School is committed to ensuring the safety and wellbeing of all its children.

Conifers School will continue to be a safe space for all children to attend and flourish. The Headteacher will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, to maximise safety should this become a requirement.

Conifers School will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of COVID19.

Conifers School will ensure that where we care for children of critical workers and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on CPOMS where appropriate.

When Conifers School has concerns about the impact of staff absence – such as our Designated Safeguarding Lead or first aiders – we will evaluate whether it is safe to keep the school open for children of Key Workers.

## **11. Child on child Abuse**

Conifers School recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

Where a school receives a report of child on child abuse, they will follow the principles as set out in KCSIE and of those outlined within the Child Protection Policy.

The school will listen and work with the young person, parents/carers and any multi-agency partner required to ensure the safety and security of that young person.

Concerns and actions must be recorded on CPOMS and appropriate referrals made.

## **Appendix 6 – Role of the Designated Safeguarding Lead and Deputy DSL (see Annex C of KCSIE 2022)**

Proprietors will ensure that the school or college designates an appropriate senior member of staff to take ultimate lead responsibility for Safeguarding and child protection.

This person will have the status and authority within the school to carry out the duties of the post including committing resources and, where appropriate, supporting and directing other staff.

During term time the designated safeguarding lead and or a deputy will always be available (during school hours) for staff in the school or college to discuss any safeguarding concerns. The designated safeguarding lead will arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

The broad areas of responsibility for the designated safeguarding lead are:

### **Managing referrals**

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

### **Work with others**

- act as a point of contact with the three safeguarding partners
- Liaise with the Headteacher or principal to inform him or her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations
- Liaise with Head of IT to ensure on-line safety training is delivered to parents, pupils and staff and oversee the implementation of online safety policies and procedures, including filtering and monitoring.
- As required, liaise with the "case manager" (as per Part four) and the designated officer(s) at the local authority for child protection concerns (all cases which concern a staff member);
- Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations. This should include being aware of the requirement for children to have an Appropriate Adult. Further information can be found in the Statutory guidance - [PACE Code C 2019](#).

### **Training**

The designated safeguarding lead (and any deputies) undergo training to provide the staff with the knowledge and skills required to carry out their role. This training is updated at least every two years.

The designated safeguarding lead undertakes Prevent awareness training and disseminates this to staff through staff and INSET training sessions.

In addition to the formal training set out above, staff knowledge and skills are refreshed (this might be via e-bulletins, meeting other designated safeguarding leads, or simply taking time to read and digest safeguarding developments) at regular intervals, as required, but at least annually, to allow them to understand and keep up with any developments relevant to their role so they:

- Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
- Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- Ensure each member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part time staff;
- Are alert to the specific needs of children in need, those with special educational needs and young carers;
- Understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation
- Understand the importance of information sharing, both within school and with the three safeguarding partners, other agencies, organisations and practitioners
- Are able to keep detailed, accurate, secure written records of concerns and referrals;

Understand and support the school with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;

- Are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school
- Obtain access to resources and attend any relevant or refresher training courses; and
- Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

### **Raise Awareness**

- The designated safeguarding lead will ensure the school's child protection policies are known, understood and used appropriately;
- Ensure the school's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with Proprietors regarding this;
- Ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this; and
- Link with the local LSCP to make sure staff are aware of training opportunities and the latest local policies on safeguarding.

### **Child protection file**

Where children leave the school or college ensure their child protection file is transferred to the new school or college within five working days<sup>60</sup>. This will be transferred separately from the main pupil file, ensuring secure transit and confirmation of receipt will be obtained.

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

### **Availability**

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

<b>Job description for the Designated Safeguarding Lead (DSL)</b>	
<b>The School is committed to safeguarding and promoting the welfare of children and young people and expects all staff and volunteers to share this commitment</b>	
<b>Summary of the role</b>	<ul style="list-style-type: none"> <li>· To take lead responsibility for all child protection matters arising at the School and to support all other staff in dealing with any child protection concerns that arise.</li> <li>· To have the status and authority within the School to carry out the duties of the post including committing resources, and where appropriate, supporting and directing other staff to safeguard and promote the welfare of children.</li> <li>· Promoting and safeguarding the welfare of children and young persons for who you are responsible and with whom you come into contact.</li> </ul>



**Main duties and responsibilities**

## Managing referrals

- To take lead responsibility for:
  - referring all cases of suspected abuse of any pupil at the School to children's social care;
  - supporting staff who make referrals to the local authority children's social care;
  - referring cases to the Channel programme where there is a radicalisation concern as required;
  - supporting staff who make referrals to the Channel programme;
  - making referrals to the Disclosure and Barring Service (DBS) where a member of staff is dismissed or resigns in circumstances where there has been actual harm, or risk of harm, to a child;
  - making referrals to the police where a crime may have been committed which involves a child.

## Working with others

- To act as a point of contact with the three safeguarding partners.
- To liaise with the Head in respect of police investigations or investigations under section 47 of the Children Act 1989 which involve the School.
- To liaise with the Head or case manager and the LADO on child protection matters which concern a staff member.
- To liaise with staff on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with the relevant agencies; and
- To act as a source of support, advice and expertise to all staff.

## Raising awareness

- Ensure the School's child protection policies are known, understood and used appropriately.
- Ensure the School's child protection policy is reviewed at least annually , and the procedures and implementation are updated and reviewed regularly, and to do so in conjunction with the [· governing body] [· proprietor].
- Ensure the child protection policy is available publicly.

	<ul style="list-style-type: none"> <li>· Ensure that parents are aware that referrals about suspected abuse or neglect may be made to children's social care and the School's role in this.</li> <li>· Maintain links with the safeguarding partners to ensure staff are aware of training opportunities and the local policies on safeguarding.</li> </ul> <p>Preventing radicalisation</p> <p>In accordance with the <i>Prevent Duty Guidance for England and Wales and Channel Duty Guidance: Protecting vulnerable people from being drawn into terrorism</i> (2015) (Prevent Duty) the DSL has the following responsibilities:</p> <ul style="list-style-type: none"> <li>· acting as the first point of contact for parents, pupils, teaching and support staff and external agencies in all matters relating to the Prevent Duty;</li> <li>· co-ordinating Prevent Duty procedures in the School;</li> <li>· undergoing appropriate training on the Prevent Duty such as the Home Office "Workshop to Raise Awareness of Prevent"(WRAP) training;</li> <li>· undergoing appropriate training on the Channel programme;</li> <li>· assessing the training needs of all School staff in relation to the Prevent Duty and implementing and maintaining an ongoing training programme for staff including induction training for all newly appointed staff and volunteers, and keeping records of such training;</li> <li>· monitoring the keeping, confidentiality and storage of records in relation to the Prevent Duty; and</li> <li>· liaising with local Prevent co-ordinators, the police and local authorities and through existing multi-agency forums, including referrals to the Channel Police Practitioner and / or the police where indicated.</li> </ul> <p>Child protection file</p> <ul style="list-style-type: none"> <li>· Where children leave the school or college the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible and separately from the main pupil file, ensuring secure transit and confirmation of receipt.</li> </ul>
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	<ul style="list-style-type: none"> <li>· In addition to providing the child protection file, to consider whether it is appropriate to share any information with the new school or college in advance of a child leaving.</li> </ul> <p>Availability</p> <ul style="list-style-type: none"> <li>· To always be available in term time during school hours for staff to discuss any safeguarding concerns.</li> <li>· In conjunction with the Head and / or Governing Body to make adequate and appropriate cover arrangements for out of hours / out of term activities.</li> </ul>
<b>Line management duties and responsibilities</b>	<ul style="list-style-type: none"> <li>· The Designated Safeguarding Lead will have line management responsibility for the Deputy Designated Safeguarding Lead/s.</li> <li>·</li> </ul>

<b>Training</b>	<ul style="list-style-type: none"> <li>· The Designated Safeguarding Lead should receive appropriate child protection training every two years.</li> <li>· The Designated Safeguarding Lead will undertake Prevent awareness training.</li> <li>· The knowledge and skills of the Designated Safeguarding Lead will be refreshed at regular intervals to allow them to understand and keep up to date with developments to their role so that they can: <ul style="list-style-type: none"> <li>- understand the assessment process for providing early help and intervention, including local criteria for action and local authority children's social care referral arrangements;</li> <li>- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;</li> <li>- ensure each member of staff has access to and understands the School's child protection policy and procedures, especially new and part time staff, volunteers, contractors and governors;</li> <li>- be alert to the specific needs of children in need, those with special educational needs and young carers;</li> <li>- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation.</li> <li>- understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners;</li> <li>- be able to keep detailed, accurate, secure written records of concerns and referrals;</li> <li>- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;</li> <li>- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at School;</li> <li>- can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;</li> </ul> </li> </ul>
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	<ul style="list-style-type: none"> <li>- obtain access to resources and attend any relevant or refresher training courses; and</li> <li>- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the School may put in place to protect them.</li> </ul>
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