

# Safeguarding and Child Protection Policy



2021



## Policy Monitoring

Core Policy Information			
Document Title		Child Protection and Safeguarding Policy	
ID	P01	Area	Safeguarding
Document Type		Policy	
Document Basis		Statutory	
Document background		Keeping Children Safe in Education Working Together to Safeguard Children Children Act 1989 Education Act 2002 The Children Act 2004	
Document Timings			
Review	Frequency	Latest Review	Next Planned Review
Review Cycle	Annually	02/10/21	01/09/22
Governor Oversight	Pastoral	Latest Ratification Date:	Autumn 2021
RACI			
RACI	Position	Name	
Responsible	Deputy Head Teacher	Jez Himsworth	
Accountable	Deputy Head Teacher	Jez Himsworth	
Consulted	Wider Leadership Team, Pastoral Team and Governors		
Consultation Details	Email circulation inviting any comments, queries or concerns		
Informed	Staff and Governors		
Informed Details	Email confirming location of policy and its recent review and update		
Storage and Communication			
Hard Copy	Staff Room, PPA Room, Head Teacher’s office		
Web Link	<a href="http://www.chesswood.w-sussex.sch.uk/page/?title=Safety+Safeguarding&amp;pid=182">http://www.chesswood.w-sussex.sch.uk/page/?title=Safety+Safeguarding&amp;pid=182</a>		
System Link	<a href="Y:\School Level\Policies\Child Protection and Safeguarding - Statutory">Y:\School Level\Policies\Child Protection and Safeguarding - Statutory</a>		



# 1 What to do if you have a child protection concern

Based on the information available

- Has the child or children come to **actual significant harm** as a result of action or inaction of others?
- Has the child or children been at **risk of coming to significant harm** now or in the future?

No		Yes	
<p><b>Do you have a general concern or feeling about the welfare of a child?</b></p> <p><b>Is the child likely to come to some harm or be at risk of coming to some harm in the future?</b></p>		<ul style="list-style-type: none"> <li>○ Ensure child's needs are put first</li> <li>○ Listen and take handwritten notes immediately after disclosure (take originals to safeguarding manager as soon as possible for safe storage). Check with the child, if appropriate, that you have an accurate account of their report. Recording must be a clear, precise and factual account of the observations and disclosure.</li> <li>○ Your role is to report immediately not to further an investigation, however they may say things only once, so record it.</li> </ul> <p>Inform <b>Safeguarding Manager</b>, if unavailable the most senior <b>DSL</b> available <b>IMMEDIATELY</b> and <b>IN PERSON</b>.</p>	
No	Yes	<p>As soon as possible after informing SM and before leaving the school premises at the end of a shift ensure there is a written account available for future reference: Email: <a href="mailto:CPLO@chesswood.w-sussex.sch.uk">CPLO@chesswood.w-sussex.sch.uk</a> Sensitive? <a href="mailto:CPP@chesswood.w-sussex.sch.uk">CPP@chesswood.w-sussex.sch.uk</a></p>	
No further action	<p>If you have: observed non-urgent negative changes in behaviour, engagement or appearance. Heard comments first hand or passed on by others that raise some concern, including a child. This is a non-exhaustive list As soon as possible, and before leaving the school premises at the end of a shift: Email <a href="mailto:CPLO@chesswood.w-sussex.sch.uk">CPLO@chesswood.w-sussex.sch.uk</a> Sensitive? <a href="mailto:CPP@chesswood.w-sussex.sch.uk">CPP@chesswood.w-sussex.sch.uk</a></p>	<p><b>Have you been able to contact the Safeguarding Manager Sally Harvey or DSL Jeremy Himsworth or Head Teacher Andrew Jolley?</b></p>	
		Yes	No
		<p>Although you may be involved at a later stage i.e. clarification, your core role is completed. Safeguarding can have significant emotional impact, If you would benefit seek additional support from the DMS, colleagues or from the Employee Assistance Programme 0800 030 5182 – <i>respect child confidentiality issues throughout.</i></p>	<p>If you can't make direct contact with SM, DSL or his deputy make immediate contact with IFD Tel: 01403 229900 (Out of Hours – 01403 229900) <a href="mailto:WSChildrenServices@westsussex.gov.uk">WSChildrenServices@westsussex.gov.uk</a> <a href="https://www.westsussexscb.org.uk/">https://www.westsussexscb.org.uk/</a> or <b>Police 999</b></p>



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**Key Contacts:**

**If you have a safeguarding concern you can:**

**Meet in person:** Request a meeting to share your concerns in person with designated child protection staff below. **If urgent, demand it!** If you have a safeguarding concern relating to a designated member of staff below contact the Local Authority Designated Member of Staff (LADO).

**Email** [cplo@chesswood.w-sussex.sch.uk](mailto:cplo@chesswood.w-sussex.sch.uk); If highly sensitive [cpp@chesswood.w-sussex.sch.uk](mailto:cpp@chesswood.w-sussex.sch.uk)

**Call:** 01903 204141 and ask to speak to the designated child protection staff below

<b>Safeguarding Manager (SM)</b> <b>First contact (Operational Safeguarding lead):</b>	<b>Designated Safeguarding Lead for Child Protection (DSL):</b>	<b>Head Teacher, Deputy Safeguarding Lead (DDSL):</b>	<b>Lead Governor for Child Protection:</b>
<b>Priority Contact 1</b>	<b>Priority Contact 2</b>	<b>Priority Contact 3</b>	<b>Priority Contact 4</b>
 <b>Sally Harvey</b> Pastoral Team Lead	 <b>Jeremy Himsworth</b> Deputy Head	 <b>Andrew Jolley</b> Head Teacher	 <b>Carl Walker</b> Governor
<b>External Contact</b>	<b>Contact Details</b>		
<b>West Sussex Children's Services - Integrated Front Door (Formerly MASH):</b>	<b>Tel: 01403 229900</b> <b>(Out of Hours – 01403 229900)</b> <a href="mailto:WSChildrenServices@westsussex.gov.uk">WSChildrenServices@westsussex.gov.uk</a> <a href="https://www.westsussexscb.org.uk/">https://www.westsussexscb.org.uk/</a>		
<b>Local Authority Designated Officer (LADO):</b>	<b>LADO Miriam Williams &amp; Donna Tomlinson</b> <b>Assistant LADO Sally Arbuckle</b> <a href="mailto:LADO@westsussex.gov.uk">LADO@westsussex.gov.uk</a> <b>0330 222 6450 (Mon – Fri 9.00am – 5.00pm)</b> <a href="https://www.westsussexscp.org.uk/professionals/concerns-at-work-2/lado-local-authority-designated-officer/">https://www.westsussexscp.org.uk/professionals/concerns-at-work-2/lado-local-authority-designated-officer/</a>		
<b>Safeguarding in Education Team</b>	<b>Jez Prior - Manager</b> <b>0330 222 4030</b> <a href="mailto:Safeguarding.Education@westsussex.gov.uk">Safeguarding.Education@westsussex.gov.uk</a>		
<b>Police If there is immediate danger to a child</b>	<b>999</b>		
<b>In terms of safeguarding speed of reporting is often a critical factor. Once you realise you hold a concern – report it immediately</b>			

## Concern Contact & Response Matrix

### Communication order

Any member of staff with any concern about the welfare of a child has a duty to pass that concern on. As indicated cplo@ (use when there are no complicating factors) and cpp@ (use when there are one or more complicating factors e.g. involves member of staff or issues are highly sensitive) are the designated safeguarding email addresses. However, when advice or clarification is required prior to using the email system, in this school the following contact order is expected:



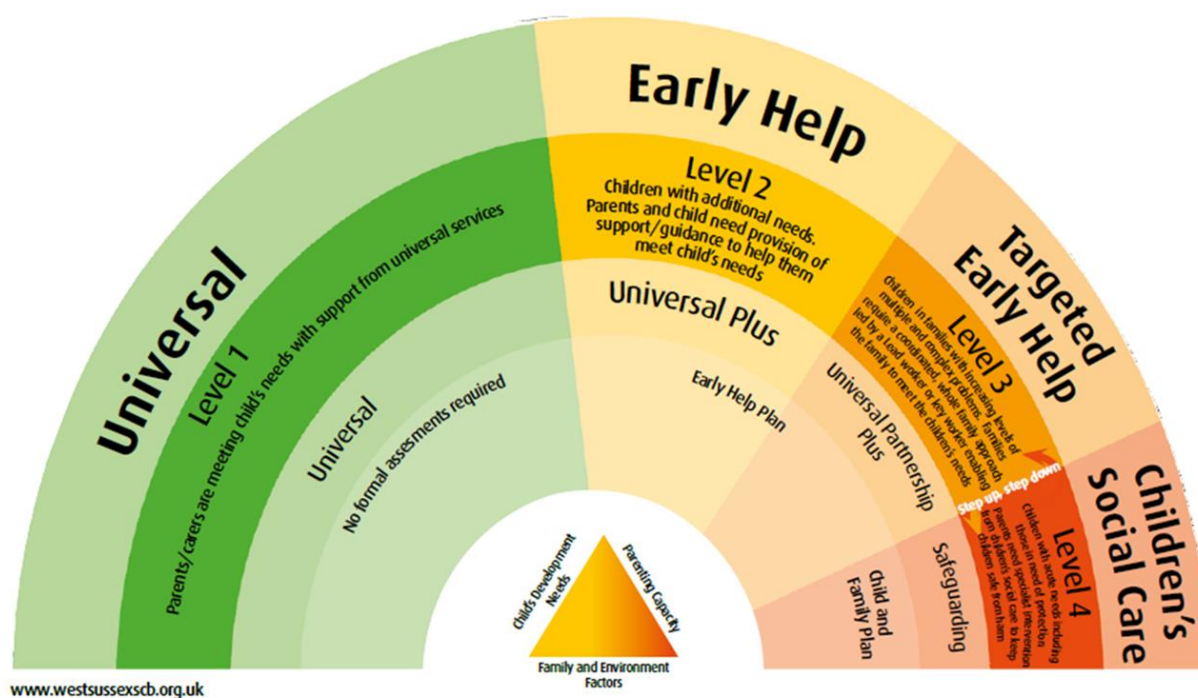
- Always include class teacher (and teaching assistant, as appropriate) in communication of concern unless there are exceptional circumstances.

### West Sussex Continuum of Need

When a member of staff or volunteer holds a concern, there will be an underlying reason for this, however all staff must recognise that the same concern will be viewed from different perspectives and may result in significant professional disagreement. To reduce the risk of this, it is important that a member of staff takes time to determine what their concern/s is/are and the severity of those concerns in the context of the 'West Sussex Continuum of need' (posters of this document may be found in the staff room, PPA and Bluebell room, it may also be located at:

<https://www.westsussexscp.org.uk/professionals/working-together/west-sussex-continuum-of-need-threshold-guidance>

Essentially, underpinning a concern with the WSCoN will enable a well-founded professional discussion about the relative risks to a child/ren within school and with professionals beyond school – particularly when there may be disagreements or perceived difference (gap) between the expectation and reality about the ensuing child protection risk, response or support



Identify which area/s of concern exist from the 12 defined within the WSCoN. Determine, based on the established facts, the level of concern against the threshold statements. Seek to support your perspective by referencing the WSCoN area and the threshold to define the concern held.





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Universal Level 1	Early Help Level 2	Targeted Help Level 3	Specialist Help Safeguarding children Level 4
Family life can meet children's needs with support from universal provision. May need additional support from universal settings to prevent escalation.	Child / young person has additional needs that can be met by support from one or two agencies working with the family. Early Help Plans used to co-ordinate support.	Children in families with increasing levels of multiple and complex problems. Families require a co-ordinated, whole family approach led by a Lead worker or key worker enabling the family to meet the children's needs. Early Help Plans should be used.	Accumulation of unmet and complex needs/ evidence that a child is at risk of harm. Assessment by a specialist agency e.g. Children's Social Care is required. Multi-agency support in partnership with the family network is required to build a safety plan that protects the children and meets complex needs.
Family History and Functioning			
<ul style="list-style-type: none"> <li>Good supportive relationship within family (including with separated parents and in times of crisis).</li> <li>Good sense of 'family' outside of smaller family unit.</li> </ul>	<ul style="list-style-type: none"> <li>Child or young person's relationship with family members not always stable.</li> <li>Parents have relationship difficulties which affect the child / acrimonious separation or divorce that impact on the child.</li> <li>Frequent unplanned and poorly managed moves which impact on child</li> <li>Experienced loss of a significant adult / child.</li> <li>Caring responsibilities for siblings or parent.</li> <li>Parents have health difficulties.</li> <li>Poor home routine.</li> <li>Child not often exposed to new experiences.</li> <li>Limited support from family and friends.</li> </ul>	<ul style="list-style-type: none"> <li>Parents or carers are experiencing, on an on-going basis, one or more of the following problems significantly affecting their parenting: mental ill-health, substance dependency or domestic abuse/ potential honour based violence / forced marriage.</li> <li>Parental involvement in crime.</li> <li>Family characterised by conflict and serious chronic relationship problems.</li> <li>Parents or carers persistently avoid contact / do not engage with childcare professionals.</li> <li>Children or young people are subject to Kinship Care arrangements that require support.</li> <li>Children/young people who are privately fostered and assessed by CSC as requiring support at this level.</li> <li>Child/young person has caring responsibilities which impacts on the child/young person's development and opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Parents / carers inconsistent, highly critical or apathetic towards child / young person.</li> <li>Parents / carers are negative and abusive towards the child / young person.</li> <li>Child / young person is rejected or abandoned.</li> <li>Carer's persistent hostility to the child / young person leading to their isolation.</li> <li>There is a persistent expectation for a child/ young person to undertake inappropriate or overwhelming levels of care.</li> <li>Family have abandoned or evicted 16/17 year old dependant.</li> <li>Private fostering assessment.</li> <li>MARAC / DASH identify child and family at risk of harm.</li> <li>Risk of forced marriage or Honour Based Violence.</li> </ul>

FAMILY AND ENVIRONMENTAL FACTORS



**Concern relating to:**

Identify what the concern relates to and use the following to help determine action

**Child on  
roll**

- Safeguarding manager - if unavailable DSL; Deputy DSL (Direct external report if appropriate)
- Neglect - A day in my life
- Sexualised Behaviour - Brook Assessment Tool/ Child Sexual Exploitation - Screening Tool
- SM & DSL determine action and further communication or referral
- For Example Parent\* IFD, IPEH, Social Worker, CME, PEI ...

**Employee,  
governor,  
volunteer**

- Safeguarding manager - if unavailable DSL; Deputy DSL
- **Local Authority Designated Officer - Required**

**Parent of  
child - On  
roll**

- Safeguarding manager - if unavailable DSL; Head teacher

**Child not  
on roll**

- Direct IFD - Private citizen
- and/or
- Safeguarding manager - if unavailable DSL; Head teacher
- Head teacher or DSL of child's school





## School Vision

At Chesswood Junior School we inspire our whole school community to enjoy their learning adventure and have fun along the way. We ignite a passion for learning throughout the school community, securing excellence, empathy and equality in all that we do.

## School Mission

We will strive to achieve the highest standards of academic achievement and behaviour within a vibrant, exciting learning environment so that all children leave this school with confidence and the ability to take advantage of future opportunities.

## Policy Links

This policy should be read in conjunction with the following school policies

Policy/Guidance/ Poster	<a href="#"><u>System Link</u></a>
	<a href="#"><u>School Website Link</u></a>

### Safeguarding

Acceptable Usage Policy (Adult and Child)	<a href="Y:\School Level\Policies\Acceptable Usage Policy"><u>Y:\School Level\Policies\Acceptable Usage Policy</u></a>
	Not Applicable
Prevent Policy	<a href="Y:\School Level\Policies\Prevent"><u>Y:\School Level\Policies\Prevent</u></a>
	<a href="https://www.chesswood.w-sussex.sch.uk/page/?title=Prevent+Policy&amp;pid=218"><u>https://www.chesswood.w-sussex.sch.uk/page/?title=Prevent+Policy&amp;pid=218</u></a>
School Lock Down Procedures	<a href="Y:\School Level\Policies\Emergency Contingency Plan - Recommended\Emergency Contingency Plan"><u>Y:\School Level\Policies\Emergency Contingency Plan - Recommended\Emergency Contingency Plan</u></a>
	Not Applicable
School Site Security	

What to do if you are concerned (Poster)	<a href="Y:\School Level\Policies\Child Protection and Safeguarding - Statutory"><u>Y:\School Level\Policies\Child Protection and Safeguarding - Statutory</u></a>
	Not applicable
Use of photography	<a href="Y:\School Level\Policies\Photographic Images of Children guidelines"><u>Y:\School Level\Policies\Photographic Images of Children guidelines</u></a>
	TBC – Pastoral > Use of photography and film

### Learning

Curriculum - PSHCE	<a href="Y:\School Level\Policies\Curriculum - Statutory"><u>Y:\School Level\Policies\Curriculum - Statutory</u></a>
Drug and substance	<a href="Y:\School Level\Policies\Drugs - Recommended"><u>Y:\School Level\Policies\Drugs - Recommended</u></a>



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misuse (DFE Guidance 2012)	TBC Pastoral> Drugs and substance misuse
Education (School) Visits Policy	<a href="Y:\School Level\Policies\Education Visit - Recommended">Y:\School Level\Policies\Education Visit - Recommended</a>
	N/A
E-Safety	<a href="Y:\School Level\Policies\Child Protection and Safeguarding - Statutory\E-Safety">Y:\School Level\Policies\Child Protection and Safeguarding - Statutory\E-Safety</a>
	<a href="http://www.chesswood.w-sussex.sch.uk/page/?title=E%2DSafety+advice+for+parents&amp;pid=142">http://www.chesswood.w-sussex.sch.uk/page/?title=E%2DSafety+advice+for+parents&amp;pid=142</a>
Extended School Activities	
Sex and relationships education policy	<a href="Y:\School Level\Policies\Sex Education - Statutory">Y:\School Level\Policies\Sex Education - Statutory</a>
	<a href="https://www.chesswood.w-sussex.sch.uk/page/?title=PHSCE&amp;pid=92">https://www.chesswood.w-sussex.sch.uk/page/?title=PHSCE&amp;pid=92</a>

### **Pastoral**

Anti-Bullying Policy	<a href="Y:\School Level\Policies\Behaviour and Discipline - Statutory\Anti-Bullying- Statutory">Y:\School Level\Policies\Behaviour and Discipline - Statutory\Anti-Bullying- Statutory</a>
	<a href="http://www.chesswood.w-sussex.sch.uk/page/?title=Anti%2DBullying&amp;pid=195">http://www.chesswood.w-sussex.sch.uk/page/?title=Anti%2DBullying&amp;pid=195</a>
Attendance Policy (incl unexplained absence and poor attendance)	<a href="Y:\School Level\Policies\Attendance">Y:\School Level\Policies\Attendance</a>
	<a href="https://www.chesswood.w-sussex.sch.uk/page/?title=Attendance+%26amp%3B+Punctuality&amp;pid=207">https://www.chesswood.w-sussex.sch.uk/page/?title=Attendance+%26amp%3B+Punctuality&amp;pid=207</a>
Behaviour Policy Incl use of physical intervention	<a href="Y:\School Level\Policies\Behaviour and Discipline - Statutory">Y:\School Level\Policies\Behaviour and Discipline - Statutory</a>
	<a href="http://www.chesswood.w-sussex.sch.uk/page/?title=Behaviour+Management+Policy&amp;pid=196">http://www.chesswood.w-sussex.sch.uk/page/?title=Behaviour+Management+Policy&amp;pid=196</a>
British Values	<a href="Y:\School Level\Policies\SMSC">Y:\School Level\Policies\SMSC</a>
	<a href="https://www.chesswood.w-sussex.sch.uk/page/?title=British+Values&amp;pid=232">https://www.chesswood.w-sussex.sch.uk/page/?title=British+Values&amp;pid=232</a>
First Aid	<a href="Y:\School Level\Policies\First Aid">Y:\School Level\Policies\First Aid</a>
	<a href="https://www.chesswood.w-sussex.sch.uk/page/?title=Medical+Intervention&amp;pid=223">https://www.chesswood.w-sussex.sch.uk/page/?title=Medical+Intervention&amp;pid=223</a>
Health and Safety Policy	<a href="Y:\School Level\Policies\Health &amp; Safety- Statutory">Y:\School Level\Policies\Health &amp; Safety- Statutory</a>
	Not applicable
Home School Agreement	<a href="Y:\School Level\Policies\Home School Agreement - Statutory">Y:\School Level\Policies\Home School Agreement - Statutory</a>
	<a href="https://www.chesswood.w-sussex.sch.uk/page/?title=Home+School+Agreement&amp;pid=195">https://www.chesswood.w-sussex.sch.uk/page/?title=Home+School+Agreement&amp;pid=195</a>
Intimate Care Policy	<a href="Y:\School Level\Policies\Intimate Care Policy">Y:\School Level\Policies\Intimate Care Policy</a>
	<a href="https://www.chesswood.w-sussex.sch.uk/page/?title=Intimate+Care+Policy&amp;pid=195">https://www.chesswood.w-sussex.sch.uk/page/?title=Intimate+Care+Policy&amp;pid=195</a>



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	<a href="https://www.chesswood.w-sussex.sch.uk/page/?title=Medical+Intervention&amp;pid=223">sussex.sch.uk/page/?title=Medical+Intervention&amp;pid=223</a>
Medical Intervention Policy	<a href="Y:\School Level\Policies\Medical Intervention Policy - Recommended">Y:\School Level\Policies\Medical Intervention Policy - Recommended</a>
Looked after children strategy	<a href="Y:\School Level\Policies\Looked After Children Strategy">Y:\School Level\Policies\Looked After Children Strategy</a>
Play and lunchtime guidance	<a href="Y:\School Level\Policies\Play and Lunchtime Guidance">Y:\School Level\Policies\Play and Lunchtime Guidance</a>
	Not Applicable
Self Harm Guidance	<a href="Y:\School Level\Policies\Self Harm">Y:\School Level\Policies\Self Harm</a>
	<a href="https://www.chesswood.w-sussex.sch.uk/page/?title=Self-Harm+Guidance&amp;pid=219">https://www.chesswood.w-sussex.sch.uk/page/?title=Self-Harm+Guidance&amp;pid=219</a>
Single Equalities Policy	<a href="Y:\School Level\Policies\Equalities - Statutory">Y:\School Level\Policies\Equalities - Statutory</a>
	<a href="http://www.chesswood.w-sussex.sch.uk/page/?title=Equalities&amp;pid=265">http://www.chesswood.w-sussex.sch.uk/page/?title=Equalities&amp;pid=265</a>
SMSC	<a href="Y:\School Level\Policies\SMSC">Y:\School Level\Policies\SMSC</a>
	<a href="https://www.chesswood.w-sussex.sch.uk/page/?title=Social%2C+Moral%2C+Spiritual+%26amp%3B+Cultural+%28SMSC%29&amp;pid=228">https://www.chesswood.w-sussex.sch.uk/page/?title=Social%2C+Moral%2C+Spiritual+%26amp%3B+Cultural+%28SMSC%29&amp;pid=228</a>

### Leadership

Behaviour in the workplace Incl Staff code of conduct)	<a href="Y:\School Level\Policies\Behaviour in Workplace">Y:\School Level\Policies\Behaviour in Workplace</a>
Complaints Policy	<a href="Y:\School Level\Policies\Complaints - Statutory">Y:\School Level\Policies\Complaints - Statutory</a>
	<a href="https://www.chesswood.w-sussex.sch.uk/page/?title=Concerns+and+Complaints&amp;pid=190">https://www.chesswood.w-sussex.sch.uk/page/?title=Concerns+and+Complaints&amp;pid=190</a>
Confidential Reporting Policy – Whistleblowing (incl poster)	<a href="Y:\School Level\Policies\Confidential Reporting">Y:\School Level\Policies\Confidential Reporting</a>
	<a href="http://www.chesswood.w-sussex.sch.uk/page/?title=Pastoral&amp;pid=178">http://www.chesswood.w-sussex.sch.uk/page/?title=Pastoral&amp;pid=178</a>
Management of allegations against staff	<a href="Y:\School Level\Policies\Management of allegations against staff">Y:\School Level\Policies\Management of allegations against staff</a>
	Not applicable
Risk Assessments	<a href="Y:\School Level\Policies\Risk Assessments">Y:\School Level\Policies\Risk Assessments</a>
	Not Applicable
Safer Recruitment Policy	<a href="Y:\School Level\Policies\Safer Recruitment">Y:\School Level\Policies\Safer Recruitment</a>
School Lettings Policy	<a href="Y:\School Level\Policies\Lettings - recommended">Y:\School Level\Policies\Lettings - recommended</a>



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	<a href="https://www.chesswood.w-sussex.sch.uk/page/?title=Lettings&amp;pid=46">https://www.chesswood.w-sussex.sch.uk/page/?title=Lettings&amp;pid=46</a>
Staff behaviour policy	<a href="#">Y:\School Level\Policies\Behaviour in Workplace</a>
	Not applicable
Staff & Volunteer Safeguarding Conduct and Acceptable Use Policy	<a href="#">Y:\School Level\Policies\Child Protection and Safeguarding - Statutory</a>
	Not applicable
Work Placements (DFE post 16 work experience guidance 2015)	



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## 2 Introduction

1. Safeguarding children and child protection applies to all children up to the age of 18.
2. WE RECOGNISE THAT KEEPING CHILDREN SAFE IN EDUCATION 2021 APPLIES TO POST 16 EDUCATION AS SET OUT IN EDUCATION & TRAINING (WELFARE OF CHILDREN) ACT 2021
3. **Safeguarding** is the action taken to promote the welfare of children and protect them from harm.
4. **Safeguarding means:**
  - protecting children from abuse and maltreatment
  - preventing harm to children's health or development
  - ensuring children grow up with the provision of safe and effective care
  - taking action to enable all children and young people to have the best outcomes.
5. **Child protection is part of the safeguarding process.** It focuses on protecting individual children identified as suffering from, or likely to suffer, significant harm. This includes child protection procedures which detail how to respond to concerns about a child.
6. Safeguarding children **is** everyone's responsibility. Everyone who comes into contact with children and families has a role to play.
7. The purpose of this **policy** is to inform staff<sup>1</sup>, parents, volunteers and governors about **our school's responsibilities for safeguarding children** and to enable everyone to have a clear understanding of how these responsibilities should be carried out.
8. We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to **play** in protecting children from harm and that the child's welfare is our paramount concern.
9. **All staff members at our school are expected to provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child. All staff members will adhere to the staff principles and staff code of conduct at all times.**

## 3 Safeguarding Culture at Chesswood

### 3.1 Child Protection Statement

Chesswood Junior School takes its responsibility to safeguard children extremely seriously and this school will train and empower all staff to recognise and respond effectively to protect a child who may be at risk of significant harm.

### 3.2 It could happen here

We will ensure that all staff members in our school maintain an attitude of '**it could happen here**' and feel able to raise concerns either about a child at risk or a member of staff whose behaviour may present a risk to a child.

When concerned about the welfare of a child, staff members should always act in the interests of the child – reporting their concerns, using agreed communication pathways set out in this policy and within the quick guide above.

**Any member of staff with any concern about the welfare of a child has a duty to pass that concern on. As indicated cplo@ and cpp@ are the designated safeguarding email addresses.**

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<sup>1</sup> Wherever the word "staff" is used, it covers ALL staff on site, including ancillary and supply staff, and volunteers working with children



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However, when advice or clarification is required prior to using the email system, in this school the following contact order is expected:



The concern, once it has arisen, MUST be shared as soon as possible and always the same working day as it arises. Staff members should not leave the school premises without speaking in person to the Safeguarding manager, DSL or his deputy if they have a safeguarding concern. If there is any significant risk or harm sustained by a child the DSL MUST be informed immediately and in person, wherever possible before a child leaves the school premises at the end of the day. Although reporting the concern may initially be verbal, it must be followed up in writing by email to:

[cplo@chesswood.w-sussex.sch.uk](mailto:cplo@chesswood.w-sussex.sch.uk)

Highly Sensitive?

[cpp@chesswood.w-sussex.sch.uk](mailto:cpp@chesswood.w-sussex.sch.uk)

**All original notes, skin maps or other records of disclosures or discussions must be retained and handed to the safeguarding manager for safe keeping (these may be needed and used in any subsequent court action and therefore should be considered as vital future evidence).**



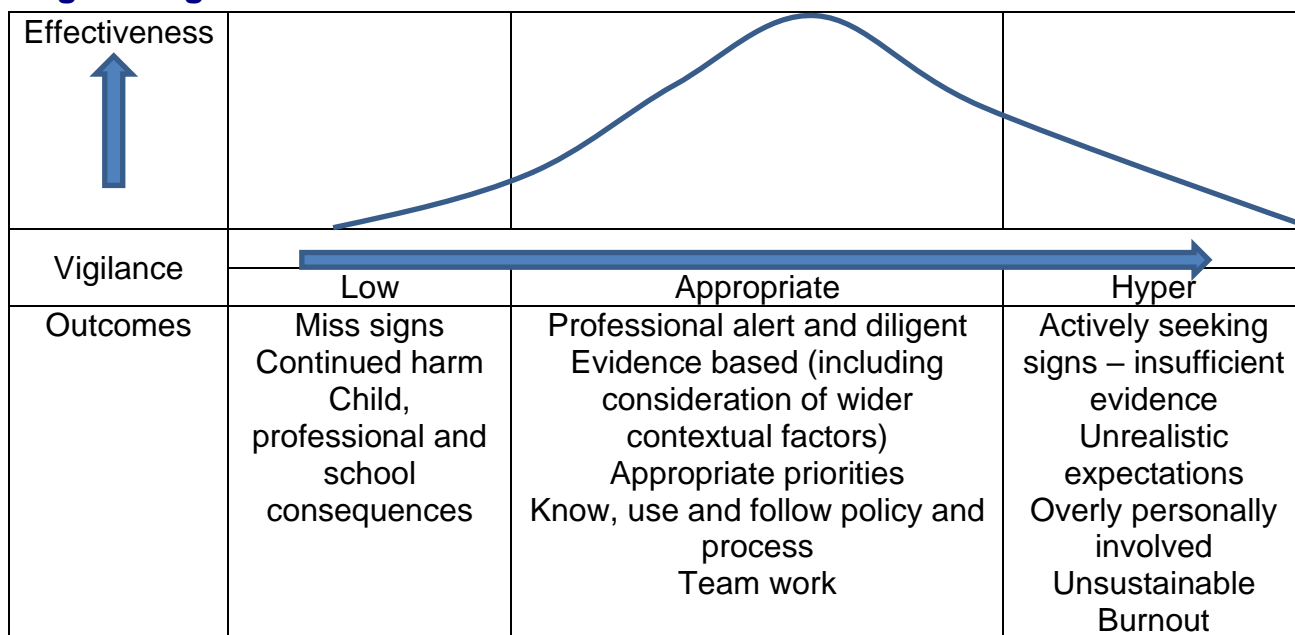


### 3.3 Our school will

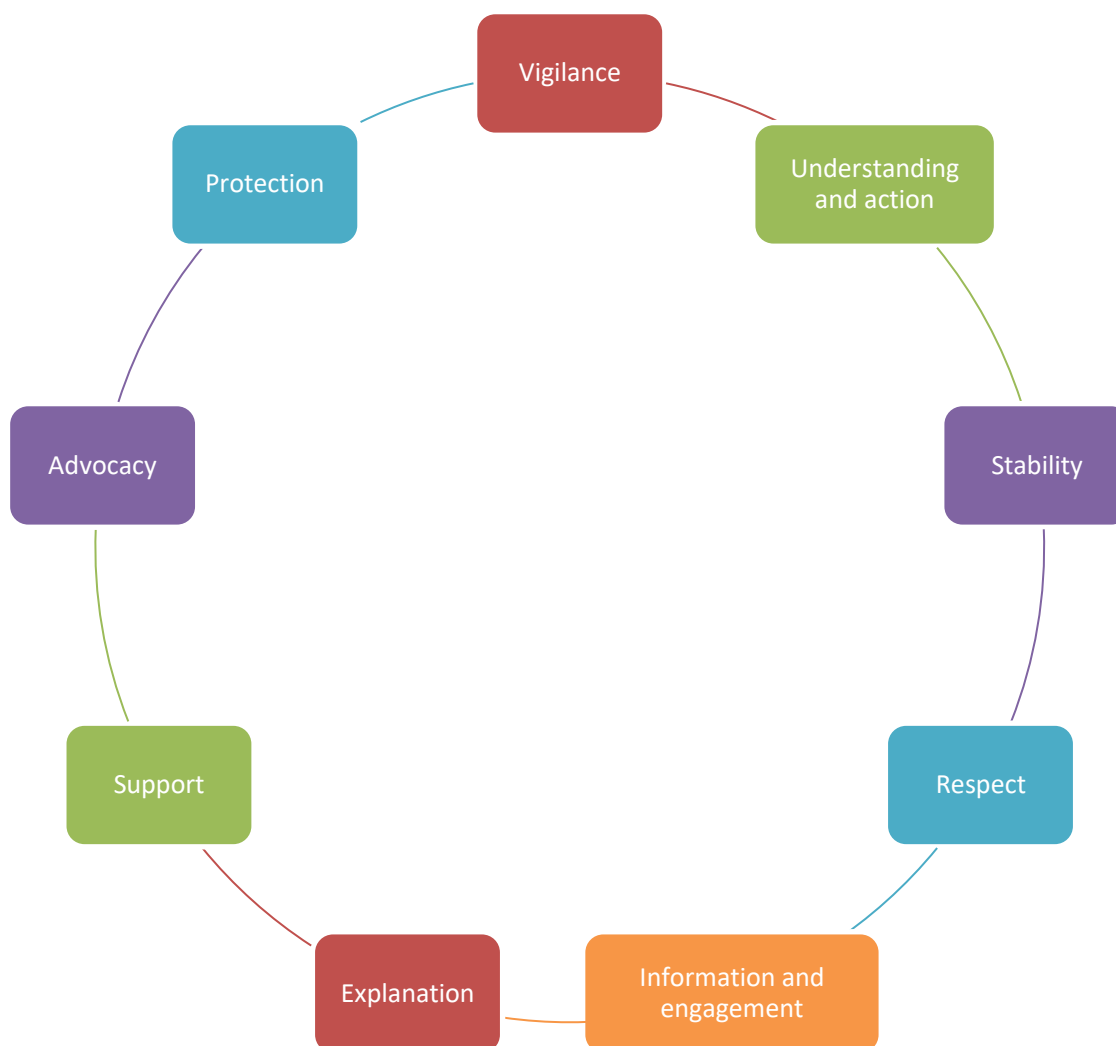
1. have safeguarding at the heart of everything we do.
2. maximise opportunities to hear the voice of all of our children and young people and do all we can to understand their lived experience.
3. maximise opportunities to teach our children how to keep safe both in the real and virtual world.
4. support the child's development in ways that will foster security, confidence and independence;
5. provide an environment in which children and young people feel safe, secure, valued, respected, feel confident.
6. recognise where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. We also recognise it is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education
7. ensure that **ALL of our children know a member of staff they can talk to if they are worried about something.** (see 'who you gonna call? Posters; key workers for high need children)
8. Where there is a safeguarding concern, governing bodies and school leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, **all systems and processes should operate with the best interests of the child at heart.**
9. make sure all of our staff, **including volunteers** know how to contact child protection agencies should they need to.
10. provide a systematic means of monitoring children known or thought to be at risk of harm (Pastoral team - Pastoral journey record / Provision Mapping), and ensure we, the school, contribute to assessments of need and support packages for those children;
11. emphasise the need for good levels of communication between all members of staff and between the school and other agencies;
12. have and regularly review, a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse;
13. develop and promote effective working relationships with other agencies, especially the Police and Children's Social Care;
14. ensure that all adults within our school who have access to children have been recruited and checked as to their suitability in accordance with Part 3 of Keeping Children Safe in Education 2020.
15. have in place, other, up to date policies which support safeguarding. (Please see Policy Links section above for a list of such policies.)
16. make sure all staff are aware of the systems within school which support safeguarding. We will explain this on induction together with sharing details of this policy, behaviour policy, staff behaviour policy, the school response to children who go missing from education, and role of the Designated Safeguarding Lead.
17. Whether in respect of peer-on-peer abuse or any other safeguarding situation, ALL of OUR STAFF will reassure the young person who reports any concerns, that they will be taken seriously and kept safe. OUR STAFF WILL NEVER give a young person the impression they are creating a problem by reporting abuse, sexual violence or sexual harassment nor should a young person ever be made to feel ashamed for making a report.



### 3.3.1 Safeguarding Bell Curve



### 3.4 Voice of the Child – Working Together to Safeguard Children 2018



Our school recognises the findings in Working Together to Safeguard Children 2018, where children expressed that they wanted an effective safeguarding system to be:

- **vigilance:** to have adults notice when things are troubling them
- **understanding and action:** to understand what is happening; to be heard and understood; and to have that understanding acted upon
- **stability:** to be able to develop an ongoing stable relationship of trust with those helping them
- **respect:** to be treated with the expectation that they are competent rather than not
- **information and engagement:** to be informed about and involved in procedures, decisions, concerns and plans
- **explanation:** to be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response
- **support:** to be provided with support in their own right as well as a member of their family
- **advocacy:** to be provided with advocacy to assist them in putting forward their views
- **protection:** to be protected against all forms of abuse and discrimination and the right to special protection and help if a refugee

We will use this information to support the training of our staff and review this and other policies as appropriate.



## 4 Statutory framework

The school will act in accordance with the following government legislation and guidance:

- The Children Act 1989  
<https://www.legislation.gov.uk/ukpga/1989/41/contents>
- The Children Act 2004  
<https://www.legislation.gov.uk/ukpga/2004/31/contents>
- Education Act 2002  
<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/about-this-guidance>
- Keeping Children Safe in Education (DfE September 2021)  
<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
- Sexual Violence and sexual harassment between children in schools and colleges 2021:  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/999239/SVSH\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf)
- Teaching online safety in school (DfE June 2019)  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/811796/Teaching\\_online\\_safety\\_in\\_school.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf)
- Working Together to Safeguard Children 2018:  
<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>
- Regulated Activity in relation to children: scope  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550197/Regulated\\_activity\\_in\\_relation\\_to\\_children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550197/Regulated_activity_in_relation_to_children.pdf)
- The Education (Child Information) (England) Regulations 2005  
<https://www.legislation.gov.uk/uksi/2005/1437/contents>
- Prevent Duty for England and Wales (2015) under section 26 of the Counter-Terrorism and Security Act 2015  
<https://www.gov.uk/government/publications/prevent-duty-guidance>
- Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015)  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/573782/FGM\\_Mandatory\\_Reporting\\_-\\_procedural\\_information\\_nov16\\_FINAL.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/573782/FGM_Mandatory_Reporting_-_procedural_information_nov16_FINAL.pdf)
- Dealing with Allegations of Abuse against Teachers and Other Staff (2012)  
<https://www.gov.uk/government/publications/allegations-of-abuse-against-teachers-and-non-teaching-staff>
- Children Missing Education  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550416/Children\\_Missing\\_Education\\_-\\_statutory\\_guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf)
- West Sussex Safeguarding Children Partnership and Pan-Sussex safeguarding procedures [West Sussex Safeguarding Children Partnership](#)



## 4.1 Additional Guidance – Covid-19

~~Our school is fully aware of non-statutory interim guidance issued by the DfE on safeguarding in schools, colleges and other providers. That guidance is found at:~~

~~<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>~~

~~This guidance supports governing bodies, proprietors, senior leadership teams and designated safeguarding leads to continue to have appropriate regard to KCSiE and keep their children safe. It suggests where schools and colleges might consider safeguarding policy and process differently when compared to business as usual. Our school has considered this interim guidance and the impact on our school and have generated specific safeguarding policies where necessary and attached those as appendices to the main policies.~~

## 5 Confidentiality

### 5.1 Our school will;

1. As a general principle all matters relating to child protection are confidential and should only be shared on a 'need-to-know' basis. All CPLO@ emails are shared with
  - Senior Leaders
  - Inclusion Team
  - Administration Team
  - Any CPLO email sent must, wherever appropriate, include the child's class teacher.
  - In addition, for the most sensitive child protection information a further email account is used: cpp@chesswood.w-ssuex.sch.uk. This is received by DSL and deputy DSL, the safeguarding manager and SENCO. This email will only be used when we have been directed accordingly within a child protection conference or believe restricted information is in the best interests of the child. Otherwise, it is business as usual for the CPLO email.
  - Electronic information is placed within secure directories within the pupil file system with named staff allocated to each directory. Access is granted to all CPLO recipients and other named individuals on a 'need to know basis'.
2. The Headteacher or DSL will disclose any child protection related information about a child to other members of staff on a 'need to know' basis only, where the receiving member of staff can play an active role in safeguarding that child..
3. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
4. All staff must be aware that they cannot promise a child to keep secrets if doing so might compromise the child's safety or wellbeing.
5. The intention to refer a child to Children's Services will be shared with parents /carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, advice should be sought from the IFD.
6. KCSiE 2021 (para 105) very clearly outlines the expectations on our Designated Safeguarding Lead (DSL) in promoting the educational outcomes for children by sharing information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced. Our school will follow this guidance.
  - a) KCSiE 2020 outlines that the DSL will share information with staff, so they know who these children are, understand their academic progress and attainment and



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maintain a culture of high aspirations for this cohort. Our school will support teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

- b) Our school will approach sharing of such information sensitively, in collaboration with the child or young person, parents and carers. When supporting the educational outcomes for a child staff may need to know that the child is or has been supported by safeguarding agencies, but it will often not be necessary to share the details of the actual safeguarding concerns.

## 6 Responsibilities

### 6.1 Our School

As a school we recognise staff have a vital role to play in safeguarding children because staff can identify concerns early, provide help for children, and prevent these concerns escalating. We also recognise that ALL staff have a responsibility to provide a safe environment in which children can learn.

### 6.2 We will:

1. be mindful of 'The voice of the child' section above and ask our children what they want from an effective child protection system.
2. establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.
3. be aware of the signs of abuse and maintain an attitude of "it could happen here" with regards to child protection
4. ensure that children know that there are adults in the school whom they can approach if they are worried about anything
5. know what to do if a child tells them they are being abused or neglected
6. know how and where to record their concerns and report these to the safeguarding manager in the first instance (DSL and deputy DSL if safeguarding manager not available), as soon as possible
7. if a child is in immediate danger, know how to refer the matter to Children's Social Care and/or the police immediately
8. support pupils in line with their Child Protection Plan and notify the Designated Safeguarding Lead of any child on a Child Protection Plan who has an unexplained absence
9. actively plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe – curriculum lead and PSHCE lead.
10. be aware of and follow the, <https://sussexchildprotection.procedures.org.uk/page/contents>, produced by West Sussex, East Sussex, and Brighton & Hove. This will include the referral process.

### 6.2.1 All staff and volunteers will:

11. have read and understand Part 1 of Keeping Children Safe in Education September 2021 and be alert to signs of abuse and know to whom they should report any concerns or suspicions <https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>
12. participate in safeguarding training as part of their induction process





13. receive safeguarding and child protection updates as required, **but at least annually**, to provide them with relevant skills and knowledge to safeguard children
14. ensure that they know who the Designated and Deputy Safeguarding Lead(s) is/are and how to contact them
15. be aware of the 'early help' process and understand their role in it. This includes identifying problems and working effectively with other agencies that provide support to pupils
16. immediately refer to the headteacher, Andrew Jolley, if they have concerns about another member of staff
17. immediately refer to the chair of governors, Liz Dolby, where the concerns are about the headteacher, Andrew Jolley.

### 6.3 Responsibilities of the Governing Body

1. The Governing Body takes seriously its responsibility to safeguard and promote the welfare of children in its care and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support children who are, or who may be, suffering harm.
2. Keeping Children Safe in Education 2021, paragraph 80, makes clear that governing bodies should have a senior board level or equivalent lead to take **leadership** responsibility for their schools safeguarding arrangements and to ensure there are appropriate policies and procedures relevant to their particular setting.
3. As per para 82 of KCSiE 2021, we as a governing body we will facilitate a whole school approach to safeguarding. As a governing body we will decide how we facilitate that approach and ensure that all our systems, policies and procedures operate with the best interests of children at their heart.
4. AS OUR SCHOOL HAS CHARTIABLE STATUS WE ARE FAMILIAR WITH THE CHARITY COMMISSION GUIDANCE ON CHARITY AND TRUSTEE DUTIES TO SAFEGUARD CHILDREN <https://www.gov.uk/guidance/safeguarding-duties-for-charity-trustees>
5. Our school is fully committed to this and will ensure all of our policies and practices enable our school to take action in a timely manner to safeguard and promote the welfare of the children attending our school.
6. Our school will ensure the child's wishes and feelings are taken into account when determining what action to take and what service to provide. Our systems will be easily understood and easily accessible for our children and young people to confidently report abuse. We will ensure our children and young people will know their concerns will be treated seriously and will know they can safely express their views and give feedback.

The nominated governor for child protection in this school is:

**Name: Carl Walker – Parent Governor**

Further nominated governors with a special interest in safeguarding are:

**Name: Emma Bird**

### 6.4 Statutory Responsibilities of the Governing Body

We are aware of the statutory responsibilities placed on governing bodies and proprietors which include:

### 6.5 Policies

1. Making sure that the safeguarding policies & procedures in the school are effective and



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comply with the law. This will include a **Child Protection Policy** which is reviewed at least annually and is made available publicly, on-line.

2. We will make sure this child protection policy:
  - Reflects the whole school/college approach to peer-on-peer abuse reflects reporting systems
  - Describes procedures which are in accordance with government guidance;
  - Refers to locally agreed multi-agency safeguarding arrangements put in place by the safeguarding partners;
  - Includes policies as reflected elsewhere in Part two of KCSiE 2021 where appropriate, reflects serious violence.
  - Is reviewed annually (as a minimum) and updated if needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt; and
3. **A Staff Behaviour Policy (sometimes called a staff code of conduct)** which should amongst other things include acceptable use of technologies staff/pupil relationships and communications including the use of social media.
4. Putting in place appropriate safeguarding responses to children who do not attend, or go missing during the school day or who are children missing education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risk of them going missing in future.
5. Where reasonably possible, our school will hold more than one emergency contact number for each pupil or student. This goes beyond the legal minimum, but we recognise that it is good practice for our school to have additional options to make contact with a responsible adult when a child goes missing from education, or who does not attend or goes missing from school, is also identified as a welfare and/or safeguarding concern.<sup>2 3</sup>
6. Our school will always take immediate steps to safeguard a vulnerable child. For example, an inability to make contact with a parent / carer despite immediate and repeated efforts will not impede urgent safeguarding action, for example calling the police for a child who is at risk and has gone missing during the school day.
7. Ensuring we follow the correct procedures outlined in this policy when removing a child from roll, or adding a child to our roll, at non-standard transition points<sup>45</sup>.

### 6.6 Appointing a Designated Safeguarding Lead and Deputies

Appointing a Designated Safeguarding Lead who is a senior member of staff from **our leadership team**, who has responsibility for safeguarding and child protection. This should be explicit in the role-holders job description in line with Annex B of Keeping Children Safe in Education 2020.

### 6.7 Audits and Review – including Peer Reviews

1. through regular review and audit, ensure that any safeguarding deficiencies or weaknesses

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<sup>2</sup> DfE school attendance guidance can be found <https://www.gov.uk/government/publications/school-attendance>

<sup>3</sup> WSCC school absence information can be found <https://www.westsussex.gov.uk/education-children-and-families/schools-and-colleges/school-attendance-and-behaviour/school-absences/>

<sup>4</sup> DfE guidance Children Missing Education found <https://www.gov.uk/government/publications/children-missing-education>

<sup>5</sup> WSCC Children Missing Education and Removal from Roll Policy [https://www.westsussex.gov.uk/media/12459/cme\\_policy.pdf](https://www.westsussex.gov.uk/media/12459/cme_policy.pdf)



within the school are remedied without delay.<sup>6</sup>

2. Our school will also consider whether a peer review by another school or an audit of our safeguarding provision would be of benefit<sup>7</sup>.

## 6.8 Child Protection Records

Ensuring that child protection records are maintained in accordance with para 71 & 72 of KCSiE 2021, are kept securely and separately from other records, in accordance with GDPR, and are only accessed by staff that need to.

## 6.9 Allegations against teachers, other staff, including supply teachers and volunteers

1. As a Governing Body we are aware of our duties under Part Three and Part Four, Keeping Children Safe in Education 2021 – safer recruiting and managing allegations made against teachers, other staff, including supply teachers and volunteers.
2. As a Governing Body we are aware of the new guidance within KCSiE 2021, para 406, Concerns that do not meet threshold. See Section 8 below.
3. We recognise that our duties relate to members of staff, supply staff and volunteers who are currently working in any school or college regardless of whether the school is where the alleged abuse took place.
4. We are aware of our responsibilities in respect of supply teachers, as outlined in paragraph 268-271 of Keeping Children Safe in Education 2021.
5. We are aware that allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.
6. We will ensure that there are procedures in place to effectively manage allegations against all staff members.
7. We will train our staff to enable them to raise concerns and, as a school, we will follow the guidelines outlined in Part 4 of Keeping Children Safe in Education 2021.
8. Our school will refer cases to the Local Authority Designated Officer (LADO) where a member of staff, supply or agency staff or volunteer has, either inside or outside of school:
  - a. behaved in a way that has harmed a child, or may have harmed a child;
  - b. possibly committed a criminal offence against or related to a child;
  - c. behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
  - d. behaved or may have behaved in a way that indicates they may not be suitable to work with children.
9. All such cases, and in cases of any doubt as to whether the matter reaches threshold for an allegation, advice and guidance must be sought from the LADO BEFORE any internal investigation begins.
10. For further information on how we will respond to any such allegations see section 8 below.

## 6.10 Other areas of note

As a Governing Body,

1. ensuring that we discharge our responsibilities in respect of adhering to the reporting restrictions

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<sup>6</sup> The NSPCC / TES safeguarding self-assessment is regarded by the Local authority as a useful tool for this purpose <https://www.nspcc.org.uk/services-and-resources/working-with-schools/esat/>

<sup>7</sup> WSCC Safeguarding in Education Team [safeguarding.education@westssussex.gov.uk](mailto:safeguarding.education@westssussex.gov.uk) can provide further advice and assistance in these areas.



imposed by the Education Act 2002 where teachers are under investigation.

2. we will also ensure parents and carers are aware of their responsibilities not to publish any information during such investigations as highlighted in paragraph 369 of Keeping Children Safe in Education 2021 and section 141F of the Education Act 2002.
3. Recognising that neither the governing body, nor individual governors, have a role in pursuing or managing the processes associated with individual cases of child protection.
4. Recognising that neither governing bodies nor individual governors have a right to know details of such cases, except when exercising their disciplinary functions in respect of allegations against staff.
5. Making sure all staff are familiar with the contents of Part 1 or Annex A of Keeping Children Safe in Education 2021 and that all staff have been trained appropriately, frequently and in line with statutory guidance.
6. By making sure any staff training includes how local services work together to safeguard children and how our school safeguarding leads and deputies work with the safeguarding partnership and other agencies as outlined in Working Together to Safeguard Children<sup>8</sup> to keep children safe.
7. Ensuring that the school is contributing to inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified.
8. Appointing a Designated Teacher for Children Looked After (Deputy Head – Jeremy Himsworth, Learning Mentor – Sharon Main), and recognising and reflecting in school procedures and this policy that children looked after are particularly vulnerable
9. For e-learning, making sure that appropriate filters and appropriate monitoring systems are in place, safeguarding against potentially harmful and inappropriate online material (IT Manager – Ben Miller).
10. By working with parents and carers in making sure that appropriate filters and appropriate monitoring systems are in place whilst the children are accessing the internet at home, to safeguard against potentially harmful and inappropriate online material.
11. Our school recognises the statutory status of Relationship Education, Relationship and Sex Education and Health Education from September 2020. As governors we welcome this along with the opportunity to teach our children about safeguarding including online, through teaching and learning opportunities and as part of providing a universal broad and balanced curriculum.
12. Training - Governors will ensure they are trained at least annually in respect of safeguarding. Governors will also consider what other bespoke training, for example PREVENT, would enable them to fulfil their governance obligations.

### 6.11 Safer Recruiting

1. As a Governing Body we will ensure the schools create a culture of safe recruitment and as part of that adopt recruitment procedures that help deter, reject or identify people who might abuse children.
2. Our school WILL follow the procedures set out in Part 3: Safer Recruitment. Keeping Children Safe in Education, September 2021. This includes ensuring taking up references for each shortlisted candidate **before** interview and ensuring that at least one member of any appointing panel, including at shortlisting, will have attended safer recruitment training.
3. We are also aware of the additional information contained in KCSiE 2021 regarding updates to safer recruiting at paras:
  - 213 re use of birth certificates

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<sup>8</sup> Working Together to Safeguard Children 2018 <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>



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- 229 re when separate barred list checks must be carried out
- 237 re clarification re s 128 checks
- 242 re how to check prohibitions etc
- 262 re clarification of overseas checks .
- We will take advice from human resources / legal services where necessary.

### 6.12 Single Central Record

1. We will ensure that our school maintains a single central record in line with Part 3, paragraphs 250 – 256 of Keeping Children Safe in Education 2021.
2. We will remind all staff, at least annually, that they must, straightaway, bring to the attention of the headteacher any material changes in circumstances or other information of relevance.
3. For supply teachers, we are aware that we must obtain written notification from any agency, or third-party organisation who we are using, that the organisation has carried out the checks (in respect of the enhanced DBS certificate, written notification that confirms the certificate has been obtained by either the employment business or another such business), on an individual who will be working at our school.
4. Where any supply position requires a barred list check, we recognise that this must be obtained by the agency or third party prior to our school appointing the individual.
5. We are aware of the checks that must be undertaken for trainee or student teachers, and will make sure, depending on circumstances, that either the school or training provider will undertake all relevant checks.
6. Our school will always check that the person presenting themselves for work from a supply or other agency is the same person on whom the checks have been made.
7. IF THERE IS ANY DOUBT THAT ALL RELEVANT CHECKS HAVE NOT BEEN COMPLETED THEN THE PERSON WHOM THE CHECKS RELATE TO WILL NOT BE ALLOWED TO ENGAGE IN ANY REGULATED ACTIVITY AT OUR SCHOOL.

### 6.13 Disclosure and Barring Referrals

1. We recognise that **our school has a legal duty in Making a barring referral to the DBS<sup>9</sup>** regarding anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:
  - i. the harm test is satisfied in respect of that individual;
  - ii. the individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence; and
  - iii. the individual has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left.
2. We recognise that this is a legal duty for our school and failure to refer when the criteria are met is a criminal offence.

### 6.14 Resignations and Settlement Agreements

1. Our school recognises that IF the accused person resigns, or ceases to provide their services, this should not prevent an allegation being followed up in accordance with this policy and the guidance contained in Part Four of KCSiE 2021.
2. A referral to the DBS must be made if the criteria are met - see above and Part Four of KCSiE 2021.

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<sup>9</sup> Making a barring referral: <https://www.gov.uk/guidance/making-barring-referrals-to-the-dbs>





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3. We also recognise we must also consider whether a referral to the Secretary of State, through a referral to the Teacher Regulation Authority <https://www.gov.uk/guidance/teacher-misconduct-referring-a-case> as appropriate.
4. If the accused person resigns or their services cease to be used and the criteria are met for a referral to DBS it will not be appropriate to reach a settlement/compromise agreement. We recognise that any settlement/compromise agreement that would prevent a school or college from making a DBS referral even though the criteria for referral are met, is likely to result in a criminal offence being committed. This is because the school or college would not be complying with its legal duty to make the referral.
5. As a Governing Body we recognise it is important that every effort is made to reach a conclusion in all cases of allegations bearing on the safety or welfare of children, including any in which the person concerned refuses to cooperate with the process. Wherever possible, the accused should be given a full opportunity to answer the allegation and make representations about it. But the process of recording the allegation and any supporting evidence and reaching a judgement about whether it can be substantiated based on all the information available, should continue even if that cannot be done or the accused does not cooperate. It may be difficult to reach a conclusion in those circumstances, and it may not be possible to apply any disciplinary sanctions if a person's period of notice expires before the process is complete, but it is important to reach and record a conclusion wherever possible.
6. 'Settlement agreements' (sometimes referred to as compromise agreements), by which a person agrees to resign if the employer agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, should not be used in cases of refusal to cooperate or resignation before the person's notice period expires. Such an agreement will not prevent a thorough police investigation where that is appropriate.
7. We will take advice from Human Resources/Legal Services where necessary.

#### 6.15 Consideration of referral to the Secretary of State

1. We recognise that in any case concerning the dismissal or where we cease to use the services of a teacher because of serious misconduct or might have dismissed them or ceased to use their services had they not left first, we must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency). Details about how to make a referral to the Teaching Regulation Agency can be found on <https://www.gov.uk/guidance/teacher-misconduct-referring-a-case>
2. We will take advice from Human Resources/Legal Services where necessary

#### 6.16 Ongoing vigilance

1. We recognise that as a governing body we should ensure we have processes in place for continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour.
2. To support this, it is important that school and college leaders create the right culture and environment so that staff feel comfortable to discuss matters both within, and where it is appropriate, outside of the workplace, which may have implications for the safeguarding of children. This can assist employers to support staff, where there is a need, and help them manage children's safety and welfare, potentially providing them with information that will help them consider whether there are further measures or changes to procedures that need to be put in place to safeguard children in their care.



### 6.17 Existing staff

1. There are limited circumstances where schools will need to carry out new checks on existing staff. These are when:
  - a. an individual working at the school or college moves from a post that was not regulated activity with children into work which is considered to be regulated activity with children. In such circumstances, the relevant checks for that regulated activity **must** be carried out;
  - b. there has been a break in service of 12 weeks or more; or
  - c. there are concerns about an individual's suitability to work with children.

### 6.18 Use of school premises for non-school activities

1. We recognise that the hire or rent out of school or college facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) we as a governing body should ensure that appropriate arrangements are in place to keep children safe.
2. When services or activities are provided by the governing body, under the direct supervision or management of their school staff, our normal arrangements for child protection will apply. However, where services or activities are provided separately by another body this is not necessarily the case. The governing body should therefore seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the school or college on these matters where appropriate. We as a governing body recognise we should also ensure safeguarding requirements are included in any transfer of control agreement (i.e., lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

### 6.19 Professional Disagreements & Concerns

We recognise that, on occasions, there are disagreements between safeguarding professionals. Should any such situations arise in our school, we will always keep the child at the centre, and we will support the children and staff in our school by ensuring that our school follow the correct procedure (<https://www.westsussexscp.org.uk/professionals/professional-disagreements-and-concerns>) should it be necessary to escalate concerns to the safeguarding children partnership.

### 6.20 West Sussex Safeguarding Children Partnership

From Tuesday 25th June 2019 the West Sussex Safeguarding Children Board was replaced by the **West Sussex Safeguarding Children Partnership**<sup>10</sup> where three lead agencies; Health Partnership, Police and the Local Authority, will work together as joint and equal partners to shape bespoke arrangements for the needs of the children in West Sussex. As a Governing Body, we are fully committed to working with the Partnership and will enable governors and our safeguarding lead to attend events and briefings on how the new partnership will support our children.

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<sup>10</sup> West Sussex Safeguarding Children Partnership – website found  
<https://sussexchildprotection.procedures.org.uk/page/contents>



## 7 Designated Senior Member of Staff with Responsibility for Child Protection

The Designated Safeguarding Lead in this school is:

NAME: Jeremy Himsworth Date 30<sup>th</sup> August 2021

The Deputy Designated Safeguarding Lead in this school is:

NAME: Andrew Jolley Date 30<sup>th</sup> August 2021

The Safeguarding Manager in this school is:

NAME: Sally Harvey Date 30<sup>th</sup> August 2021

Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead; this lead responsibility should not be delegated.



### 7.1 The Designated Safeguarding lead will:

1. We recognise Keeping Children Safe in Education (KCSiE) 2020, Annex B, gives an overview of the role of the DSL. A copy of Annex B of is included at Annex 2 of this policy below.
2. The Designated Safeguarding Leads and Deputies within our school will have the role explicitly stated in their job description.
3. The Safeguarding Lead will:
  - I. assist the governing body in fulfilling their responsibilities under section 175 or 157 of the Education Act 2002
  - II. attend initial training for their role and refresh this every two years
  - III. keep their knowledge and skills updated at least annually
  - IV. ensure that all staff know who the designated safeguarding lead is, their role and how to make contact
  - V. ensure that all staff understand their responsibilities in relation to signs of abuse and responsibility to refer any concerns to the designated safeguarding lead. In addition, the designated safeguarding lead should ensure that **all** staff read and understand Part 1 of Keeping Children Safe in Education 2021 and have a record of when this was done.
  - VI. **Our DSL will pay particular attention to training staff and volunteers who have**



**been unable to attend whole-school safeguarding training days.**

- VII. Ensure that new staff participate in safeguarding training as part of their induction.**
- VIII. Ensure all staff receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children. The Designated Safeguarding Lead will also ensure staff are kept fully aware of any significant changes or updates to local authority child protection and safeguarding procedures, as and when they occur.
- IX. be the lead for the school when engaging the managing professional difference protocol when there is disagreement between the school and other agencies in respect of action taken to keep a child safe. (See Protocol professional disagreements and concerns <https://www.westsussexscp.org.uk/professionals/professional-disagreements-and-concerns>).
- X. help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school leadership staff.
- XI. liaise with relevant curriculum leads in setting to ensure Relationship Education, Relationship and Sex Education and Health Education is considered within all aspects of the curriculum.
- XII. maintain child protection records for each child where concerns have been raised and ensure the receiving school is informed of any concerns and files are transferred when the child moves to another education setting.
- XIII. During term time the designated safeguarding lead (or a deputy) will always be available (during school hours) for staff in the school to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for our school, working with the designated safeguarding lead, to define what “available” means and whether in exceptional circumstances availability via phone and or TEAMS or other such media is acceptable
- XIV. It is a matter for our schools and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities. Our school will ensure that we provide the Local Authority with up to date emergency contact details should the Local Authority need to discuss an urgent safeguarding matter/issue/concern when school is closed.

## **7.2 The designated safeguarding lead is expected to:**

1. refer cases of suspected abuse to the IFD (formerly MASH) or other Local Authority Children’s Social Care services as appropriate. Where a referral is made that notes are completed that same day.
2. support staff who make referrals to IFD local authority Children’s Social Care
3. For all child protection conferences, ensure reports are generated and shared ahead of the conference and in line with West Sussex Safeguarding Partnership expectations
4. refer cases to the Channel programme where there is a radicalisation concern, as required
5. support staff who make referrals to the Channel programme



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6. refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required
7. refer cases where a crime may have been committed to the police, either directly or via the IFD as required.
8. ensure all child protection files are kept separately and securely from other records and accessible only by staff that need to access them for safeguarding purposes.
9. As frequently as needed and at least monthly, liaise with the Headteacher to inform him/her of issues, provide updates from attendance at Designated Safeguarding Lead network meetings and other safeguarding developments within the Local Authority, and provide an overview of current child protection cases, especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations.
10. as required liaise with the case manager and where required the LADO, in all cases involving allegations against members of staff (both current and former members of staff)
11. liaise with staff on matters (especially pastoral support staff, school nurses, IT Technicians, and SENDCOs) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; of safety and safeguarding, and when deciding whether to make a referral by liaising with relevant agencies.
12. to retain oversight of all Early Help plans, and review level or any change in risk at regular intervals.
13. act as a source of support, advice and expertise for staff.

### 7.3 Training

1. As well as training all members of staff as above, the DSL and deputies should undergo training to provide them with the skills required to carry out the role. **This training MUST be updated at least every two years.**
2. as a Governing Body we will plan for staff changes and moves to ensure there is sustained capacity and resilience for the DSL and deputies.
3. the DSL and deputies should undertake Prevent Awareness training and ensure the rest of the staff also do this on at least an annual basis as part of the wider continuous safeguarding training process in operation.

### 7.4 Designated Safeguarding Lead – continual professional development

1. The DSL should be afforded time to allow them to keep up to date with any developments relevant to their role, including:
2. attending the DSL network termly meetings as organised by the Local Authority
3. Understanding the assessment process for providing Early Help and intervention and ensure the school engages in Early Help consultations with the local Early Help Hub<sup>11</sup>.
4. maintaining 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
5. **ensuring each member of staff has access to and understands the school child protection**

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<sup>11</sup> Early Help Contact Details <https://www.westsussex.gov.uk/social-care-and-health/social-care-and-health-information-for-professionals/children/early-help/contact-details/>



## Chesswood Junior School

### Child Protection and Safeguarding Policy



policy and procedures, especially new and part time staff

6. being alert to the specific needs of children in need, those with special educational needs and young carers
7. **keeping detailed, accurate, secure written records of concerns and referrals separately from the main pupil file and use these records to assess the likelihood of risk.** The written records should clearly identify details of the concerns and what action was taken. If these are stored electronically ensure that they are differently password protected from the child's other files and accessible only by the headteacher/DSL and staff requiring information on a 'need to know' basis including the class teacher<sup>12</sup>.
8. supporting 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
9. having knowledge of changes to local safeguarding procedures, processes, assessment tools etc and obtaining access to resources and attend any relevant or refresher training courses.
10. encouraging 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
11. understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners.
12. ensuring that where a pupil transfers school and is on a Child Protection Plan or is Looked After, the information is passed to the new school immediately and the child's social worker informed
13. acting 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
14. ensuring that either they (including the safeguarding manager) or the class teacher attends Child Protection conferences, core groups or other multi-agency planning meetings, contributes to assessments and provides a report which will normally have been shared with the parents
15. monitor the use of personalised time timetables in accordance with the 'Part Time Timetable Guidance' issued by WSCC Pupil Entitlement Team.
16. ensuring that any child who is subject to a child protection plan and who is absent without explanation is referred to their key worker's social care team. In some cases, any absence may be a cause for concern and warrant immediate reporting.
17. 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 **or at home.**
18. 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.
19. ensuring the school's child protection policy is reviewed annually, the procedures and implementation are updated and reviewed regularly and work with governing bodies or

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<sup>12</sup> See section 10 of this policy for more information on this area.



proprietors regarding this

20. being responsible for making the senior leadership team aware of trends in behaviour that may affect child welfare.

## 8 Referring a child to the Integrated Front Door (formerly MASH)

### 8.1 If a child is in immediate danger the police must be called by dialling 999.

### 8.2 If a member of staff has concerns about a child:

1. he or she must inform the Designated Member of Staff for Child Protection and, in his absence, his deputy
2. The Designated Safeguarding Lead will refer to the West Sussex Safeguarding Partnership Continuum of Need/Threshold Guidance and decide whether the concerns should be referred to the Integrated Front Door (IFD). If there are grounds to indicate the child has or is likely to suffer actual or suspected significant harm then a referral will be made to the IFD using the relevant online form. Where concerns are urgent, complex or where it is unclear whether a referral should be made, the Designated Safeguarding Lead should contact the IFD by telephone for advice on 01403 229900, or out of hours on 01403 229900.
3. If it is decided to make a referral to the IFD, parents must be contacted to inform them that the referral is being made unless to do so would place the child at further risk of harm or could impact on a police investigation (the IFD is able to provide advice on this).
4. if it is considered likely that by informing parents / carers of the referral will increase the risk to the child(ren) advice MUST BE SOUGHT FROM IFD before INFORMING the PARENT / CARER.
5. The steps outlined in **section 23 below, 'Dealing with a Disclosure'**, will be followed by staff members to record details of any concerns which must be done as soon as possible and on the same day. The signed and dated recording must be a clear, precise, factual account of the observations.
6. Where IFD have been contacted for advice and indicate a referral should be made, the Designated Safeguarding Lead will ensure the correct online forms at point 1 in this section above are completed immediately.
7. the school child protection records must reflect who was spoken to at IFD, the time and date of that contact. The school child protection records must also clearly record any advice given and what steps the school have taken. This will include where there are disagreements between school and IFD and will clearly indicate what next steps the school is taking to resolve the disagreement.



### 8.3 Information Sharing



The most important consideration is whether sharing information is likely to support the safeguarding and protection of a child.

1. Our school will comply with the information sharing aspects of KCSiE 2021 – which are outlined at para 2
2. Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools have clear powers to share, hold and use information for these purposes.
3. As part of meeting a child's needs, it is important for governing bodies to recognise the importance of information sharing between practitioners and local agencies. This should include ensuring arrangements are in place that set out clearly the processes and principles for sharing information within the school or college and with children's social care, the



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safeguarding partners, other organisations, agencies, and practitioners as required.

4. School staff should be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care.
5. It is important that governing bodies and proprietors are aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.
6. Governing bodies should ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the UK GDPR. This includes:
  - a. Being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data'.
  - b. Understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner, but 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.
  - c. For schools, not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the UK GDPR. Where in doubt schools should seek independent legal advice.
7. The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.
8. Further details on information sharing can be found :
  - a. in Chapter one of Working Together to Safeguard Children, which includes a myth-busting guide to information sharing
  - b. Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers. The seven golden rules for sharing information will be especially useful
  - c. The Information Commissioner's Office (ICO), which includes ICO UK GDPR FAQs and guidance from the department
  - d. Data protection: toolkit for schools - Guidance to support schools with data protection activity, including compliance with the UK GDPR.
9. If in doubt whether to share information please take advice from IFD. Further advice on the seven golden rules for sharing information can be in Advice for practitioners providing safeguarding services to children, young people, parents and carers and guidance, which can be accessed here :

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/721581/Information\\_sharing\\_advice\\_practitioners\\_safeguarding\\_services.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf)





### ***Necessary and proportionate***

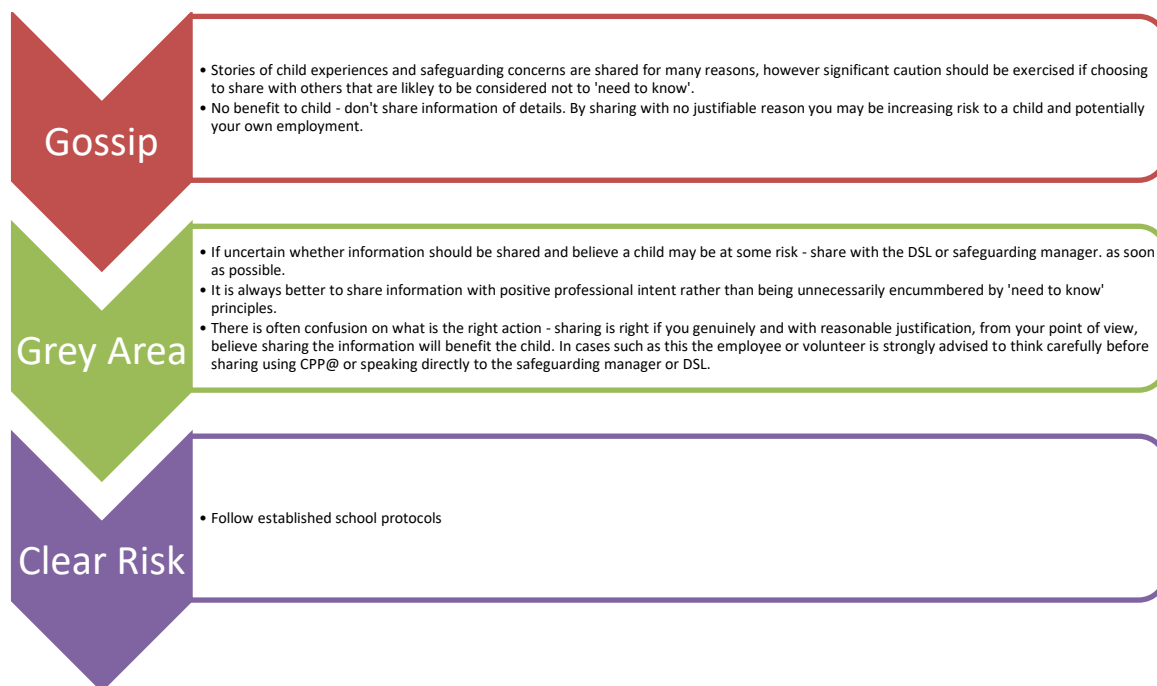
10. When taking decisions about what information to share, you should consider how much information you need to release. Not sharing more data than is necessary to be of use is a key element of the GDPR and Data Protection Act 2018, and you should consider the impact of disclosing information on the information subject and any third parties. Information must be proportionate to the need and level of risk. The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children, which must always be the paramount concern.
11. Effective sharing of information is essential for early identification of need, assessment and service provision to keep children safe.
12. Practitioners should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to local authority children's social care (e.g. they are being supported as a child in need or have a child protection plan). Practitioners should be alert to sharing important information about any adults with whom that child has contact, which may impact the child's safety or welfare.
13. Information sharing is also essential for the identification of patterns of behaviour when a child has gone missing, when multiple children appear associated to the same context or locations of risk, or in relation to children in the secure estate where there may be multiple local authorities involved in a child's care. It will be for local safeguarding partners to consider how they will build positive relationships with other local areas to ensure that relevant information is shared in a timely and proportionate way.
14. If a practitioner has concerns about a child's welfare and considers that they may be a child in need or that the child has suffered or is likely to suffer significant harm, then they should share the information with local authority children's social care and/or the police. All practitioners should be particularly alert to the importance of sharing information when a child moves from one local authority into another, due to the risk that knowledge pertinent to keeping a child safe could be lost.
15. Practitioners must have due regard to the relevant data protection principles which allow them to share personal information, as provided for in the Data Protection Act 2018 and the General Data Protection Regulation (GDPR). To share information effectively: it is important to understand the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information which is sensitive and personal, and should be treated as 'special category personal data'.
16. We are aware of the Data protection toolkit for schools which we will use to assist in complying with GDPR.

### ***Information sharing continuum***



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#### **Relevant**

Only information that is relevant to the purposes should be shared with those who need it. This allows others to do their job effectively and make informed decisions.

#### **Adequate**

Information should be adequate for its purpose. Information should be of the right quality to ensure that it can be understood and relied upon.

#### **Accurate**

Information should be accurate and up to date and should clearly distinguish between fact and opinion. If the information is historical then this should be explained.

#### **Timely**

Information should be shared in a timely fashion to reduce the risk of missed opportunities to offer support and protection to a child. Timeliness is key in emergency situations and it may not be appropriate to seek consent for information sharing if it could cause delays and therefore place a child or young person at increased risk of harm. Practitioners should ensure that sufficient information is shared, as well as consider the urgency with which to share it.

#### **Secure**

Wherever possible, information should be shared in an appropriate, secure way. Practitioners must always follow their organisation's policy on security for handling personal information.

#### **Recorded**

Information sharing decisions should be recorded, whether or not the decision is taken to share. If the decision is to share, reasons should be cited including what information has been shared and with whom, in line with organisational procedures. If the decision is not to share, it is good practice to record the reasons for this decision and discuss them with the requester. In line with each organisation's own retention policy, the information should not be kept any longer than is necessary. In some rare circumstances, this may be indefinitely, but if this is the case, there should be a review



process scheduled at regular intervals to ensure data is not retained where it is unnecessary to do so.

## 8.4 Taking Responsibility

1. Staff should not assume a colleague or another professional from another organisation is making a referral. It is the duty of the Designated Safeguarding Lead to take action and ensure information is shared in order to keep a child safe.
2. In addition, our school will ensure that all staff, including volunteers and governors, will have confidence and know how to contact IFD in the unlikely event that the DSL or deputy are not available. This will also be the case where any member of staff is concerned that the DSL or deputy is not taking concerns seriously.
3. In addition, we encourage all members of staff, including volunteers and governors to recognise and respond to safeguarding concerns which occur in the community and are nothing to do with school, in the appropriate manner by contacting IFD, the police or the NSPCC.

## 8.5 Early Help

Termly consultations are a part of the WSCC preventative offer to support early identification of vulnerable children in partnership with families, parents and carers, schools, FE colleges and specialist provision.

Termly consultation also forms part of our prevention strategy to safely reduce the demand on Children's Social Care by providing early intervention.

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

- is disabled and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- Is at risk of modern slavery, trafficking or exploitation;
- is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
- has returned home to their family from care;
- is showing early signs of abuse and/or neglect;
- is at risk of being radicalised or exploited;
- is a privately fostered child.

## 8.6 Allocated Early Help Worker

All West Sussex schools and colleges have an allocated early help worker, available via the local Early Help hub. A list of which is found here (<https://www.westsussex.gov.uk/social-care-and-health/social-care-and-health-information-for-professionals/children/early-help/early-help-services/>)

Our school will work with our families, parents and carers, share our concerns with them work at the earliest opportunity and work with our early help worker in order to maximise the offer for those children who may benefit from additional support.



## 8.7 Early Help Consultations with our Early Help Worker

The named early help worker can be contacted via the local Early Help hub. Our school will engage with the early help worker to:

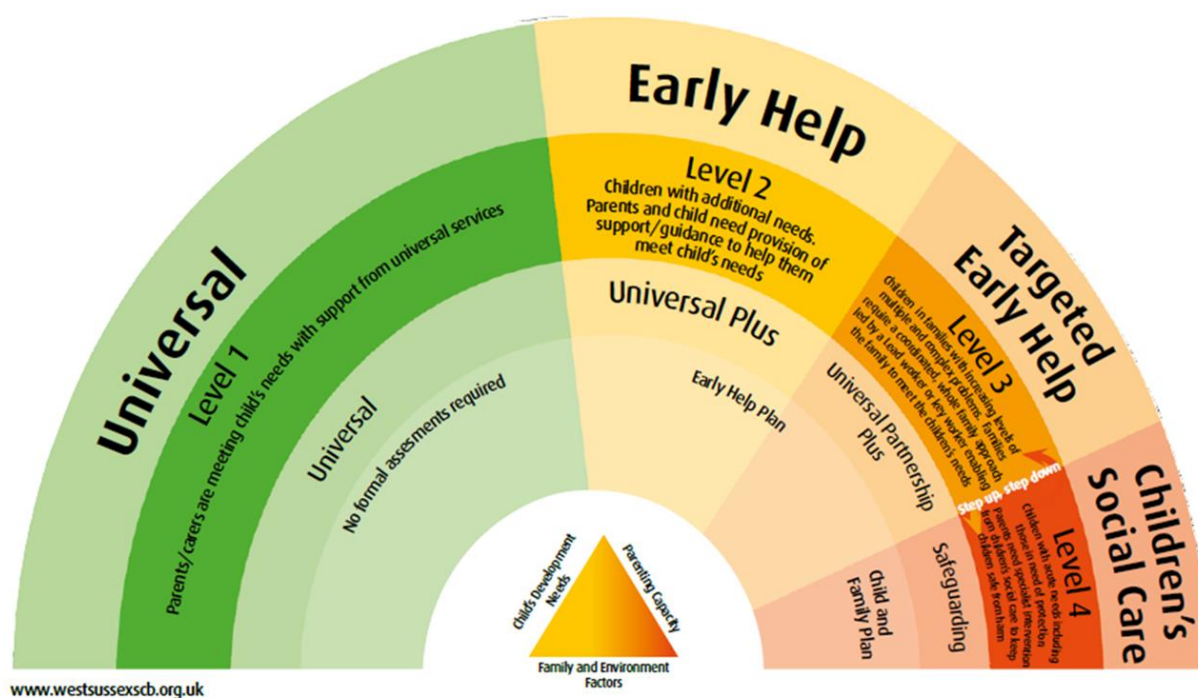
- Build relationships and foster regular discussion between Early Help and schools, colleges and specialist provision.
- Share key messages and developments within the local hub.
- Discuss children and young people who the school/college are concerned about with a view to identifying the right support as early as possible.
- Help with Holistix support/navigation and management of Early Help Plans.
- Discuss open Early Help Plan, any worries and how to progress as well as identifying drift with the assistance of data.
- Provide information on how to access Early Help support and developing an understanding of thresholds and pathways for support i.e. when to contact IFD.
- Share information on the local menu of support for children, young people and families.

In our school the Designated Safeguarding Lead will have oversight of all children on Early Help Plans and will regularly review progress and any changes in risk.

## 8.8 West Sussex Safeguarding Children Board Continuum of Need

Our school will use the Threshold Guidance found here:

(<http://www.westsussexscb.org.uk/professionals/working-together/west-sussex-continuum-of-need-threshold-guidance/>) to inform our decision making and which referral pathway to take. Copies of this document are also displayed in staff and PPA rooms.



Identify which area/s of concern exist from the 12 defined within the WSCoN. Determine, based on the established facts, the level of concern against the threshold statements. Seek to support your perspective by referencing the WSCoN area and the threshold to define the concern held.



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## Child Protection and Safeguarding Policy



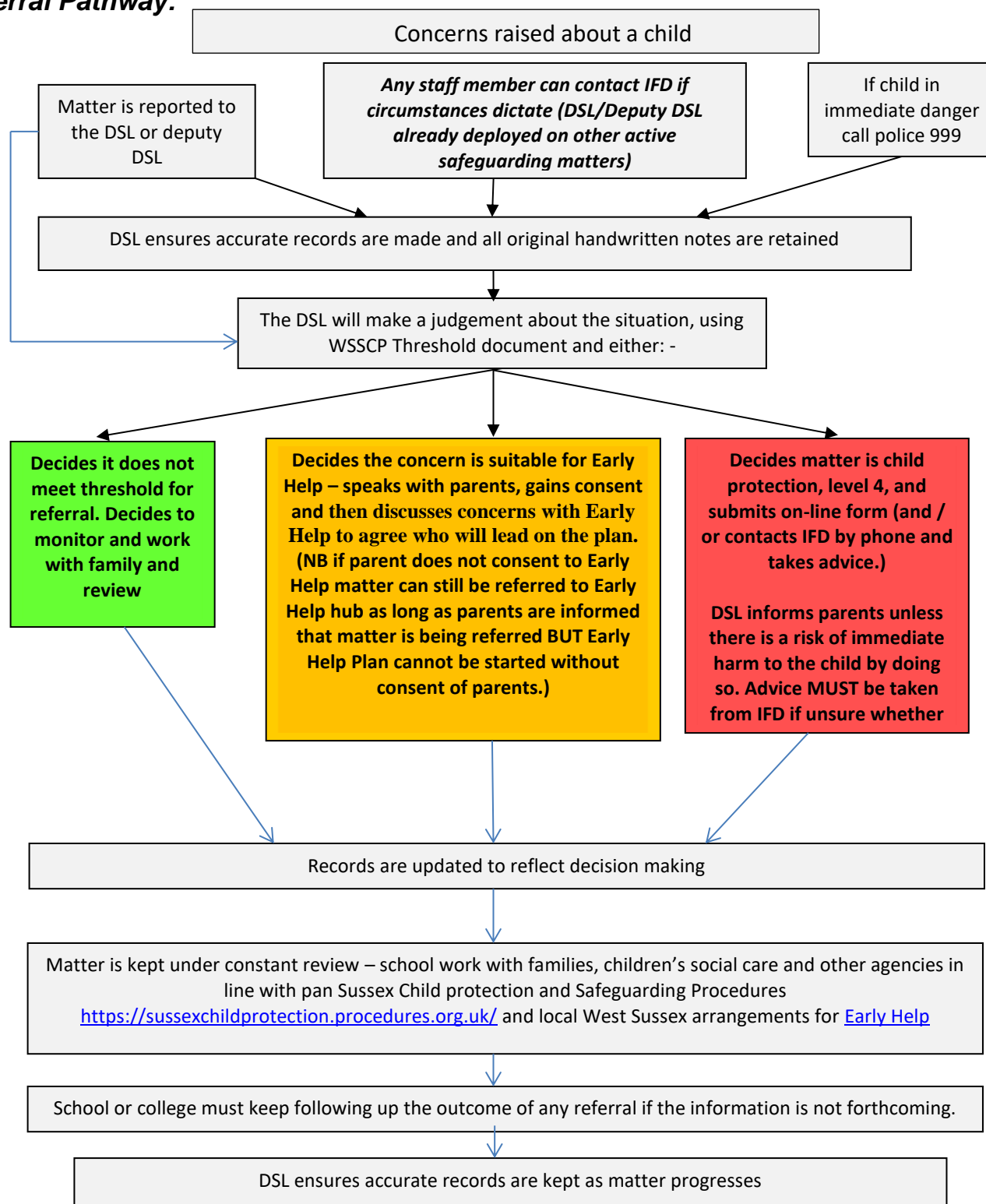
Universal Level 1	Early Help Level 2	Targeted Help Level 3	Specialist Help Safeguarding children Level 4
Family life can meet children's needs with support from universal provision. May need additional support from universal settings to prevent escalation.	Child / young person has additional needs that can be met by support from one or two agencies working with the family. Early Help Plans used to co-ordinate support.	Children in families with increasing levels of multiple and complex problems. Families require a co-ordinated, whole family approach led by a Lead worker or key worker enabling the family to meet the children's needs. Early Help Plans should be used.	Accumulation of unmet and complex needs/ evidence that a child is at risk of harm. Assessment by a specialist agency e.g. Children's Social Care is required. Multi-agency support in partnership with the family network is required to build a safety plan that protects the children and meets complex needs.
Family History and Functioning			
<ul style="list-style-type: none"> <li>Good supportive relationship within family (including with separated parents and in times of crisis).</li> <li>Good sense of 'family' outside of smaller family unit.</li> </ul>	<ul style="list-style-type: none"> <li>Child or young person's relationship with family members not always stable.</li> <li>Parents have relationship difficulties which affect the child / acrimonious separation or divorce that impact on the child.</li> <li>Frequent unplanned and poorly managed moves which impact on child</li> <li>Experienced loss of a significant adult / child.</li> <li>Caring responsibilities for siblings or parent.</li> <li>Parents have health difficulties.</li> <li>Poor home routine.</li> <li>Child not often exposed to new experiences.</li> <li>Limited support from family and friends.</li> </ul>	<ul style="list-style-type: none"> <li>Parents or carers are experiencing, on an on-going basis, one or more of the following problems significantly affecting their parenting: mental ill-health, substance dependency or domestic abuse/ potential honour based violence / forced marriage.</li> <li>Parental involvement in crime.</li> <li>Family characterised by conflict and serious chronic relationship problems.</li> <li>Parents or carers persistently avoid contact / do not engage with childcare professionals.</li> <li>Children or young people are subject to Kinship Care arrangements that require support.</li> <li>Children/young people who are privately fostered and assessed by CSC as requiring support at this level.</li> <li>Child/young person has caring responsibilities which impacts on the child/young person's development and opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>Parents / carers inconsistent, highly critical or apathetic towards child / young person.</li> <li>Parents / carers are negative and abusive towards the child / young person.</li> <li>Child / young person is rejected or abandoned.</li> <li>Carer's persistent hostility to the child / young person leading to their isolation.</li> <li>There is a persistent expectation for a child/ young person to undertake inappropriate or overwhelming levels of care.</li> <li>Family have abandoned or evicted 16/17 year old dependant.</li> <li>Private fostering assessment.</li> <li>MARAC / DASH identify child and family at risk of harm.</li> <li>Risk of forced marriage or Honour Based Violence.</li> </ul>

FAMILY AND ENVIRONMENTAL FACTORS



## 8.9 Flowchart for child protection procedures for schools and colleges

### Referral Pathway:







## 9 Local Authority Designated Officer (LADO)

### 9.1 West Sussex County Council Designated Officer (LADO) Contact Details

The LADO's for West Sussex area:

- Miriam WILLIAMS
- Donna TOMLINSON

Assistant LADO:

- Sally ARBUCKLE

LADO should be contacted either by email: [LADO@westsussex.gov.uk](mailto:LADO@westsussex.gov.uk) or by phone, LADO Consultation Contact No. 0330 222 6450 (9.00am – 5.00pm)

### 9.2 West Sussex County Council Designated Officer Service: Guidance & Information

Full guidance, including the WSCC LADO information pack (<https://www.westsussexscp.org.uk/wp-content/uploads/LADO-Information-Pack-27.4.20.pdf>) regarding the Designated Officer Service can be found on the West Sussex Safeguarding Children Partnership (WSSCP)<sup>13</sup>

### 9.3 If a member of staff has concerns about another staff member.

1. Our school will follow the guidance as set out in Part 4 of Keeping Children Safe in Education 2021. We will follow that guidance where it is alleged that anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors has:
  - I. behaved in a way that has, or may have harmed a child
  - II. possibly committed a criminal offence against/related to a child
  - III. behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children.
  - IV. behaved or may have behaved in a way that indicates they may not be suitable to work with children.
2. We recognise that point iv above includes behaviour that may have happened outside of school or college, that might make an individual unsuitable to work with children.
3. if staff have concerns about another staff member then this should be referred to the headteacher. If the allegation is against the headteacher, then the referral should be made to the chair of governors. If for any reason this causes a delay, then the local authority designated officer (LADO) should be approached directly.
  - the person to whom an allegation against another member of staff is first reported, should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification. It is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.

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<sup>13</sup> WSSCP can be found: <https://www.westsussexscp.org.uk/professionals/professional-disagreements-and-concerns/allegations-against-someone-who-works-with-children>



## 9.4 The initial response to an allegation

1. Where there a child has been harmed, where there is an immediate risk of harm to a child or if the situation is an emergency, we will contact children's social care and as appropriate the police immediately.
2. We recognise there are two aspects to consider when an allegation is made:
  - a) **Looking after the welfare of the child** - the designated safeguarding lead is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the Integrated Front Door
  - b) **Investigating and supporting the person subject to the allegation** - the case manager should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.
3. When dealing with allegations, we will follow the guidance contained within <https://www.westsussexscp.org.uk/professionals/professional-disagreements-and-concerns/ladoinformation>

## 9.5 Informing the Individual

- 1) When to inform the individual of the allegation should be considered carefully on a case-by-case basis, with guidance as required from the LADO, and if appropriate children's social care and the police

## 9.6 LADO / Case Manager and investigation

- 1) As a school we are familiar with Part Four of KCSiE 2021. We will follow the guidance in Part Four and guidance from LADO when considering issues such as suspension, use of independent investigator, and timeliness of any investigations.

## 9.7 School Complaints

Complaints by parents about any aspect of school **MUST** be reviewed to ensure there are no allegations against staff contained within the complaint which require referral to LADO.

All school complaints must be shared in writing (or forwarded by email) to the head teacher using [cpp@chesswood.w-sussex.sch.uk](mailto:cpp@chesswood.w-sussex.sch.uk) or [head@chesswood.w-sussex.sch.uk](mailto:head@chesswood.w-sussex.sch.uk) to comply with the above.

## 9.8 Allegations against member of staff, including volunteers and school governors

- 1) An immediate written record of the allegation using the informant's words including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present.
- 2) This record **MUST** be signed, dated and immediately passed on to the Headteacher or Chair of Governors, as appropriate.
  - NAME: Darren Carroll 30th August 2020, [dcarroll@chesswood.w-sussex.sch.uk](mailto:dcarroll@chesswood.w-sussex.sch.uk)
  - In the absence of the Chair of Governors, the Vice Chair should be contacted. The Vice Chair in this school is:
  - NAME: Mike Carpenter 30th August 2020, [mcarpenter@chesswood.w-sussex.sch.uk](mailto:mcarpenter@chesswood.w-sussex.sch.uk)



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If for any reason this causes a delay (for example the office is closed) then the concerns should be referred to the LADO and if unable to contact LADO contact IFD.

- 3) The recipient of an allegation must not unilaterally determine its validity and failure to report it in accordance with procedures is a potential disciplinary matter. The Headteacher or Chair will not investigate the allegation themselves, or take written or detailed statements, but will assess and decide whether to refer the concern to the LADO. If there is any doubt as to whether to refer, advice should be taken from the LADO.
- 4) If there are concerns that a child is at risk, the matter must be immediately reported to IFD.
- 5) Any records generated during such matters must be retained securely, away from other child protection and personnel records and only be accessed by those who need to for investigation/review purposes.
- 6) Guidelines contained within the Pan Sussex Child Protection and Safeguarding Procedures in respect of managing allegations made against people who work or volunteer with children, found <https://sussexchildprotection.procedures.org.uk/tkyphy/children-in-specific-circumstances/allegations-against-people-who-work-with-care-for-or-volunteer-with-children> , must be followed on each occasion. If there is any doubt, then advice must be taken from the LADO.
- 7) Where an allegation is made against a supply teacher or contracted staff, whilst we recognise we are not the employer of supply teachers or contracted staff, we will ensure allegations are dealt with properly. In no circumstances will we decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome.
- 8) Should an allegation be made regarding a school governor we will take advice from LADO and the Local Authority Governor Services team.

#### Flow Diagram – LADO Referrals

Concerns relate to staff member of volunteer	If concerns relate to Head
<ul style="list-style-type: none"><li>• Staff inform head teacher</li><li>• head contacts LADO.</li><li>• LADO gives advice on next steps</li></ul>	<ul style="list-style-type: none"><li>• Staff go directly to Chair of governors (or Vice Chair if unavailable). COG contacts LADO who gives advice on next steps.</li></ul>

### 9.9 Non recent allegations

We will refer any non-recent allegation to the LADO, irrespective of how long ago it occurred. We will also encourage the person making the allegation to report the matter to the police if a criminal offence has or could have been committed.

### 9.10 Supporting those involved

- 1) When an allegation or safeguarding concern is being investigated it is likely to be a very stressful experience for the adult subject of the investigation, and potentially for their family members. We recognise it is important, as the employer, that we offer appropriate welfare support at such a time and recognises the sensitivity of the situation. We recognise information is confidential and should not ordinarily be shared with other staff or with children or parents who are not directly involved in the investigation.



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2) We recognise we have a duty of care to our employees and as such we will:

- manage and minimise the stress caused by the allegation;
- inform the individual as soon as possible, explaining the likely course of action, guided by the LADO, and the police where necessary;
- advise the individual to contact their trade union representative, or a colleague for support;
- appoint a named representative to keep the person informed about progress of the case;
- provide access to counselling or medical advice where appropriate. (For staff in schools maintained by the local authority this may include support via the local authority's occupational health arrangements) and
- not prevent social contact with work colleagues and friends, when staff are suspended, unless there is evidence to suggest this may prejudice the gathering of evidence.

#### **9.11 Informing Parents or carers of the child involved**

1. Parents / carers should be formally be told about the allegation as soon as possible. The case manager will liaise with the LADO, and where appropriate children's social care and police on what information can be disclosed.
2. As a school we will follow paras 371 – 380 of KCSiE 2021 when informing and updating parents. We will follow those paras regarding the need for confidentiality and where relevant outline to any party, including parents and carers the restrictions imposed by The Education Act 2011, amended the Education Act 2002, regarding reporting restrictions. These provisions made it an offence (except in the limited circumstance expressly permitted by the legislation), for any person to publish any material that may lead to the identification of a teacher in a school who has been accused by, or on behalf of, a child from the same school (where that identification would identify the teacher as the subject of the allegation).

#### **9.12 Allegation's outcomes**

1. We will follow para 381 – 396 of KCSiE 2021, working in consultation with LADO and other agencies where appropriate.

#### **9.13 Record keeping, references and learning lessons**

1. We will maintain records, provide references and review the case to ensure any learning is identified and enacted as per paras 397 – 403 of KCSiE 2021

#### **9.14 Concerns that do not meet the harm threshold**

1. We recognise that KCSiE 2021 has introduced a specific section (Section Two of Part Four) regarding how to respond to concerns that do not meet the harm threshold.
2. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for formal referral to LADO. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:
  - is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and



- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO
- 3. For such cases, we will follow paras 406 – 422 of KCSiE 2021.
- 4. Any staff member who has a low-level concern should report those concerns to the headteacher. Where the concerns relate to the headteacher the concerns should be reported to the chair of governors.
- 5. We recognise that what may appear to be low level concerns can actually relate to serious / significant allegations. As such, where there is any room for doubt, we will consult with the LADO.

### **9.15 Low level concerns and staff behaviour policy**

1. We will ensure that all staff are regularly informed of our staff behaviour policy / code of conduct and updates thereof.
2. Within the school complaints policy, there is a section on low level / informal concerns

### **9.16 What staff should do if they have concerns about safeguarding practices within the school**

1. all staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school safeguarding regime and know that such concerns will be taken seriously by the senior leadership team.
2. appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college's senior leadership team.
3. where a staff member feels unable to raise an issue with their employer, or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them: advice can be taken from LADO

### **9.17 Whistleblowing/ Confidential reporting**

1. 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 chair of governors or with the LADO.
2. We will ensure staff should be aware of and know how to access West Sussex Confidential Reporting Policy,

[https://www.proceduresonline.com/westsussex/cs/p\\_whistleblowing.html#how-to-raise-concern](https://www.proceduresonline.com/westsussex/cs/p_whistleblowing.html#how-to-raise-concern)

3. Further assistance for staff to raise concerns can be accessed by calling the NSPCC whistleblowing helpline on 0800 028 0285 or visiting the

<https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line/>.





## 10 Special Educational Needs & Disabilities

### 10.1 Special Considerations

As a school, we are aware that children with SEN and disabilities can face additional safeguarding challenges and expect all staff to recognise:

- I. assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration
- II. being more prone to peer group isolation than other children;
- III. the potential for children with SEN and disabilities being disproportionately impacted by behaviours, such as bullying, without showing any signs
- IV. the communication barriers for some children with SEN and disabilities in overcoming these barriers

### 10.2 SEN & D Support

To address these additional challenges, we have structured the pastoral team to provide additional and priority pastoral support for children with SEN and disabilities.

## 11 Children looked after and previously looked after children

1. as the governing body of this school we will ensure that staff have the skills, knowledge and understanding to keep looked after children safe. **Children looked after and previously looked after are our highest priority for support.**
2. In particular, we will ensure that appropriate staff have 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 the child's contact arrangements with birth parents or those with parental responsibility.
3. We will also ensure staff 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 should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.
4. We recognise previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group
5. We will work with the Head Teacher of the Virtual School. The Designated Safeguarding Lead will have details of the child's Social Worker and the name of the Headteacher of the Virtual School in the authority that looks after the child.

### 11.1 Designated Teacher for Looked After Children

1. We recognise that as a maintained school, we must appoint a designated teacher for Children Looked After. With the commencement of sections 4 to 6 of the Children and Social Work Act 2017, we recognise designated teachers have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. The designated teacher must have appropriate training and the relevant qualifications and experience.
2. The designated teacher for looked after children in our school is Deputy Head Teacher, Jeremy Himsworth, supported by Learning Mentor, Sharon Main.
3. We will ensure our designated teacher will have appropriate training, relevant qualifications and



experience. We will ensure the designated teacher is aware of the statutory guidance The Role and Responsibilities of the Designated Teacher

<https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children> .

4. Our school will work with the Head Teacher of the Virtual School to discuss how the school can best support the child and meet the needs of the child's Personal Education Plan (PEP) and use any additional resources accordingly.
5. We recognise that the virtual school head, following the commencement of sections 4 to 6 of the Children and Social Work Act 2017, virtual school heads have responsibilities towards children who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care outside England or Wales.
6. **We will pay additional attention to the attendance of children looked after.** Where any exclusions are issued for children looked after we will consider whether these are indicative of wider safeguarding concerns and share any concerns with the Head Teacher of the Virtual School and other safeguarding partners as necessary.
7. Previously looked after children potentially remain vulnerable and we will ensure that all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with Children Looked After and previously looked after children, we will ensure our school works together with other agencies and takes prompt action when necessary to safeguard these children, who are a particularly vulnerable group.

## 11.2 Care Leavers

1. Local authorities have on-going responsibilities to the young people who cease to be looked after and become care leavers. That includes keeping in touch with them, preparing an assessment of their needs and appointing a Personal Adviser who develops a pathway plan with the young person. This plan describes how the local authority will support the care leaver to participate in education or training.
2. The Designated Safeguarding Lead in our school will therefore have details of the local authority Personal Adviser appointed to guide and support the care leaver and should liaise with them as necessary regarding any issues of concern affecting the care leaver.
3. Details of leaving care personal advisors can be found here:

<https://www.westsussex.gov.uk/education-children-and-families/your-space/life/leaving-care-local-offer/>

## 12 Children Potentially at Risk of Greater Harm

### 12.1 As a school we recognise children may need a social worker due to safeguarding or welfare needs.

1. Children may need this help due to abuse, neglect and/or complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.
2. Local authorities should share the fact a child has a social worker, and we recognise that our Designated Safeguarding Lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine.





3. As outlined in Chapter 7 above, we recognise there are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.
4. Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

## 12.2 As a school we are aware

1. Of the findings from the Children in Need Review, Improving the educational outcomes for Children in Need of help and protection and the detail contained within Help, protection, education.
2. In our school Jeremy Himsworth will take responsibility in how we can, as a school, assist children who are potentially at greater risk of harm achieve their educational potential.
3. As a Governing Body we will regularly scrutinise educational progress of children who are at greater risk of harm.

## 13 Children Requiring Mental Health Support

1. We recognise our school has an important role to play in supporting the mental health and wellbeing of our pupils.
2. We recognise 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.

### 13.1 Emotional Well-being Lead

Our school has an Emotional Well-being Lead and that is Sally Harvey

1. As a school we will have a clear system and process in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. We will make sure all staff and volunteers are aware of our system.
2. Where there are concerns about the mental health, wellbeing and safeguarding of a child, staff will immediately discuss those concerns with the Designated Safeguarding Lead.
3. We are aware of recent government publications:
  - Preventing and tackling bullying  
[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/623895/Preventing\\_and\\_tackling\\_bullying\\_advice.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf)
  - Mental health and behaviour in schools  
<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>, and
  - Promoting children and young people's emotional health and wellbeing  
<https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing>.
4. Our staff are aware of the West Sussex Community Mental Health Liaison Service CMHL (<https://www.sussexpartnership.nhs.uk/west-sussex-cmhl-service#:~:text=The%20new%20Community%20Mental%20Health,to%20moderate%20mental%20health%20conditions>) who provide an early intervention and prevention service for professionals who are working with young people under the age of 18, and are concerned about a young person's mental health and wellbeing. This service is available to our school.
5. We are aware that we can obtain advice and support from West Sussex School Nursing Service <https://www.sussexcommunity.nhs.uk/downloads/services/west-sussex-school-nursing/west-sussex-school-nursing-leaflet.pdf>
6. We are also aware of the resources available to our school from the Mentally Healthy Schools



website <https://www.mentallyhealthyschools.org.uk/>.

7. For pupils aged 11-19 we are aware of the ChatHealth text service (<https://www.sussexcommunity.nhs.uk/services/servicedetails.htm?directoryID=22988>) and YES - Youth Emotional Support Service (<https://www.westsussex.gov.uk/education-children-and-families/your-space/health/emotional-wellbeing-and-mental-health/youth-emotional-support-yes-service/>)

### 13.2 Self-Harm Guidance for Schools

1. Self-harm page accessible to all schools in West Sussex county council can be found at <https://schools.westsussex.gov.uk/Services/4720> Here you can find information, training and resource in relation to self-harm. This includes bespoke self-harm and distress tolerance sessions that can be accessed for free at any time as well as updates on new innovative projects in relation to self-harm.
2. Also available on the self-harm page is managing self-harm guidance and tool kit for schools.
3. As a school we recognise the self-harm resources are available to anyone in education, to support staff when dealing with students who self-harm or are at risk of intentionally harming themselves.
4. **Our school will use this guidance to support out students and staff.**

### 13.3 COVID-19

We are aware of the COVID-19 Pandemic can have on the mental health and wellbeing of children and young people and we recognise that we will provide support to all our children and young people.

### 13.4 Mental Health and RE/RSE/HE

Through our curriculum, our school will maximise the opportunities to teach our children and young people about mental health as part of the health education cornerstone of our Relationship Education/Relationship and Sex Education and Health Education. (see SECTION 13 below).

## 14 STATUTORY STATUS: RELATIONSHIP EDUCATION, RELATIONSHIP & SEX EDUCATION AND HEALTH EDUCATION

We as a school acknowledge

1. The Government has provided regulations which will make the subjects of Relationship Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) mandatory from 2020. [Statutory guidance: relationships education relationships and sex education \(RSE\) and health education](#)
2. As a governing body we recognise the importance and will ensure that our children and young people should be taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed
3. We will, as a Governing Body, consider what that means specifically for our school.
4. We recognise the significant positive impact our school can have on the lives of our children and young people through our RE/RSE/HE curriculum.



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5. [West Sussex Education for Safeguarding E4S](#) – which will enable our school to identify the specific risks faced by the children in our school so we can develop our safeguarding curriculum accordingly. We as a school have considered this West Sussex approved approach and are working to fully embed it to meet the specific needs of the pupils at our school.
6. A wide variety of teaching and learning resources are available both locally and nationally. Some of these are;
  - i. [West Sussex Education for Safeguarding E4S](#) – has been designed by the Local Authority to enable all West Sussex schools and colleges to identify the specific risks faced by the children and young people within their own setting and develop a bespoke safeguarding curriculum tailored to the meet those needs.
  - ii. The DfE has produced a one-stop page for teachers on GOV.UK, which can be accessed here: <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>
  - iii. UKCCIS, who have recently published their Education for a Connected World Framework. Online safety is a whole school and college issue. The framework aims to support the development of the curriculum and is of relevance to PSHE education and Computing. It is designed, however, to be usable across the curriculum and beyond and to be central to a whole school or college approach to safeguarding and online safety. It covers early years through to age 18. It can be accessed <https://www.gov.uk/government/publications/education-for-a-connected-world>
  - iv. The PSHE Association provides guidance to schools on developing their PSHE curriculum including online safety. It can be accessed <https://www.pshe-association.org.uk/content/resources-and-curriculum>
  - v. UKCIS guidance: <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>
  - vi. The UKCIS external visitors guidance will help schools and colleges to ensure the maximum impact of any online safety sessions delivered by external visitors; <https://www.gov.uk/government/publications/using-external-visitors-to-support-online-safety-education-guidance-for-educational-settings>
  - vii. National Crime Agency's CEOP education programme: <https://www.thinkuknow.co.uk>
  - viii. Public Health <https://www.gov.uk/government/news/phe-launches-rise-above-for-schools-programme>

## 15 Crimes committed on school premises – When to call police

1. This section is in relation to pupils who may have committed a crime on school premises.
2. None of the guidance and information in this section is intended to replace normal safeguarding practices of referring concerns to relevant agencies, for example; the Multi-agency Safeguarding Hub or Early Help Hub.

We recognise that if a child is in immediate danger, or there is a risk of serious injury to anyone or a serious crime is happening or is about to happen, we will call the police immediately on 999.

1. We recognise that situations may occur on school premises where students may have committed a crime. This could include assaults, criminal damage, possessing or supplying drugs or possessing weapons. (Potential sexual offences are dealt with later in this policy.)



2. The National Police Chiefs Council (NPCC) have issued When to call the police (<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20police%20guidance%20for%20schools%20and%20colleges.pdf>) - Guidance for schools & colleges guidance for when schools and colleges should call the police in such circumstances. The advice is for school and college staff with responsibility for behaviour management, including designated safeguarding leads (DSLs), their deputies, head teachers and senior leadership teams.
3. Our school will follow this guidance before contacting Sussex Police.
4. Our school will consider, where appropriate, sharing 'When to call the police guidance' with pupils, parents and carers.

## 16 The use of reasonable force in our school

1. Keeping Children Safe in Education recognises that there are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term '**reasonable force**' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. '**Reasonable**' in these circumstances means '**using no more force than is needed**'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.
2. A 'no contact' policy at a school or college can leave staff unable to fully support and protect their pupils and students.
3. Please refer to KCSIE 2020 and guidance offered at 127 – 130 and Use of reasonable force in schools [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf).
4. Our school has considered this issue and had adopted the policy detailed within the 'behaviour policy', supported by the DFE Use of force guidance July 2013

## 17 On-Line Safety

### 17.1 On-line safety at Chesswood

1. Our school recognises the use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective and proactive approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate. It also empowers children and young people to make informed choices and keep themselves safe online.
2. The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

**content:** being exposed to illegal, inappropriate or harmful material; for example pornography, fake news, racist or radical and extremist views;

**contact:** being subjected to harmful online interaction with other users; for example commercial advertising as well as adults posing as children or young adults; and

**conduct:** personal online behaviour that increases the likelihood of, or causes, harm; for example making, sending and receiving explicit images, or online bullying.



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**commerce** - risks such as online gambling, inappropriate advertising, phishing and or financial scams. If you feel your pupils, students or staff are at risk, please report it to the Anti-Phishing Working Group (<https://apwg.org/>).

3. Our school will follow the guidance contained within the document Teaching On Line Safety in Schools, June 2019, ([https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/811796/Teaching\\_online\\_safety\\_in\\_school.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf))

### 17.2 Opportunities to teach safeguarding

As per section 13 above, we will maximise the opportunities to teach our children how to stay safe online. We recognise there are many resources available and will consider which ones suit the needs of our school.

### 17.3 Remote learning

1. We recognise where children are being asked to learn online at home the DfE has provided advice to support schools and colleges do so safely. For any children learning remotely we will review the advice contained in the following publications and tailor that to the needs of our pupils.
  - <https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak#res>
  - Safeguarding in remote education <https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>
  - The NSPCC and PSHE Association also provide helpful advice: <https://learning.nspcc.org.uk/news/covid/undertaking-remote-teaching-safely>
  - PSHE - <https://www.pshe-association.org.uk/curriculum-and-resources/search-for-resources>

### 17.4 Filters, monitoring and protecting children

1. As a governing body we will do all we reasonably can to limit children's exposure to the risks outlined above from the school IT system. As part of this process, we will ensure our school has the appropriate filters and monitoring systems in place.
2. Whilst considering our responsibility to safeguard and promote the welfare of children, and provide them with a safe environment in which to learn, we will consider the age range of our pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs risks.
3. We review our filters and monitors using appropriate tools from UK Safer internet centre <https://www.saferinternet.org.uk/advice-centre/teachers-and-school-staff/appropriate-filtering-and-monitoring> and for our Prevent duties [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/prevent-duty-departmental-advice-v6.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf).

### 17.5 Information security and access management and reviewing on-line





## **safety**

1. We recognise we are directly responsible for ensuring the appropriate level of security protection procedures are in place, in order to safeguard our systems, staff and learners. We will review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. To assist, we will use the guidance contained within <https://www.nen.gov.uk/> and <https://www.ncsc.gov.uk/section/education-skills/cyber-security-schools>
2. Our Governing Body/Proprietor understands that technology in this area evolves and changes rapidly and we will therefore keep the matter under regular review by using relevant assessment tools, [360 Safe Website](#) and [Online safety in schools Questions from the Governing Body](#)

## **17.6 Mobile devices**

Our school recognises that many children have unlimited and unrestricted access to the internet via 3G and 4G in particular and our school considered how this is managed on our premises and issued specific guidance for pupils and staff in respect of this – this may be found in the school brochure and home -school agreement.





### 17.7 Reviewing online safety

Our governing body that technology in this area evolves and changes rapidly and we will therefore keep the matter under regular review, by for example, using a relevant assessment tool. UKCCIS have recently published Online safety in schools and colleges: Questions for the governing board:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/562876/Guidance\\_for\\_School\\_Governors\\_-\\_Question\\_list.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/562876/Guidance_for_School_Governors_-_Question_list.pdf)

### 17.8 Education at Home, during exceptional circumstances

1. We recognise that some of our children will access education from home. Where children are being asked to learn online at home, our school will review the guidance issued by the Dept for Education to support our schools to do so safely: Safeguarding and remote education (<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>) and also the guidance issued by the Local Authority.
2. We recognise Annex D of KCSiE 2021 contains many useful resources which we will share with our staff and parents and carers to enable them to support safer use of the internet by all.



## 17.9 Staff Training

The governors recognise the need for staff to undergo regularly updated safeguarding training and the requirement to ensure our children are taught about safeguarding, including online. With that in mind, online safety training for staff will be integrated, aligned and considered as part of our overarching safeguarding approach. It will also be considered within our teaching and learning policy and practice.

## 18 Ofsted Inspections

1. The Governing Body recognises that from September 2019 Ofsted's inspection of early years, schools and post-16 provision will be carried out under a new inspection framework – found here:

<https://www.gov.uk/government/publications/education-inspection-framework>

2. We also recognise that inspectors will always report on whether or not arrangements for safeguarding children and learners are effective.
3. As a Governing Body we will ensure we are familiar with the new inspection framework and inspecting safeguarding in education and skills guidance from September 2019, and how we can use those documents to monitor the safeguarding framework in our school.

## 19 Boarding, Residential School and Children's Homes

Not Applicable

## 20 Host Families – Homestay during exchange visits

1. Our school is committed to following the recommendations as set out at Annex E of Keeping Children Safe in Education 2019 for any exchange visit for our students.
2. We will follow the guidelines and undertake the relevant DBS and overseas checks where relevant prior to any visit taking place.
3. We will also conduct appropriate risk-assessments for any such exchange visits.

## 21 Private Fostering

1. Our school recognises that private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation **by a person who is not a parent, person with parental responsibility for them or a relative in their own home.**
2. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children.
3. our school or college will notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child.
4. we will ensure our staff are aware of the link to the comprehensive guidance on the circumstances in which private fostering may arise can be found at:
  - a. [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/274414/Children\\_Act\\_1989\\_private\\_fostering.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/274414/Children_Act_1989_private_fostering.pdf)
5. we will ensure the Pan-Sussex Child Protection and Safeguarding Procedures regarding private fostering can be found here (<https://sussexchildprotection.procedures.org.uk/tklx/children-in-specific-circumstances/children-living-away-from-home-private-fostering/#s187>) and will be followed where private fostering is known or believed to be taking place.



## 22 When to Be Concerned A Child is at Risk of Abuse

Our school recognises that all children and young people are vulnerable to abuse. Our school is determined that all staff and volunteers will be aware of the main categories of abuse and the signs and symptoms so they can respond quickly and effectively by informing the Designated Safeguarding Lead where there are concerns.

**All staff and volunteers will be aware of the main categories of abuse:**

**Abuse:** A form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others. Abuse can take place wholly online, or technology may be used to facilitate offline abuse. Children may be abused by an adult or adults or by another child or children.

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

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

It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

**Sexual abuse:** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet) by establishing a close relationship or friendship. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

**Neglect:** the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

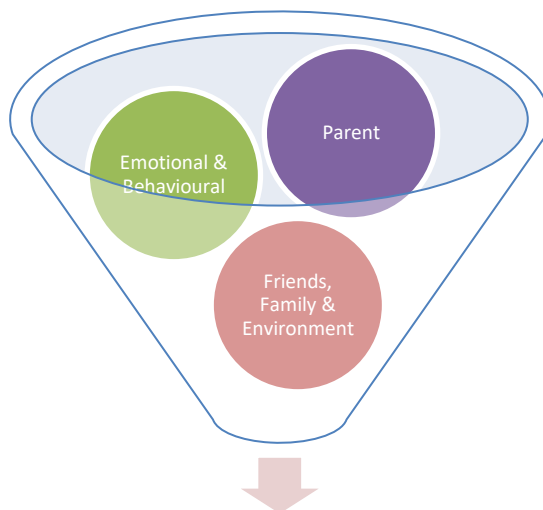
<http://www.westsussexscb.org.uk/professionals/helping-you-work/neglect/neglect-identification-and-measurement-tool/>



For further details of these categories please see Appendix.

### ***Wider Contextual Factors***

When considering harm and abuse to a child, wider contextual factors should also be considered and assessed. These would include parent behaviour, accounts, consistency and presentation. In addition, wider family and environment, including any historic concerns – in some cases, harm and abuse may only be established on the basis of multiple small aspects and therefore professional diligence in such cases can be the difference between harm to a child ceasing or continuing. Finally, the emotional presentation and behaviour of the child, including significant changes therein.

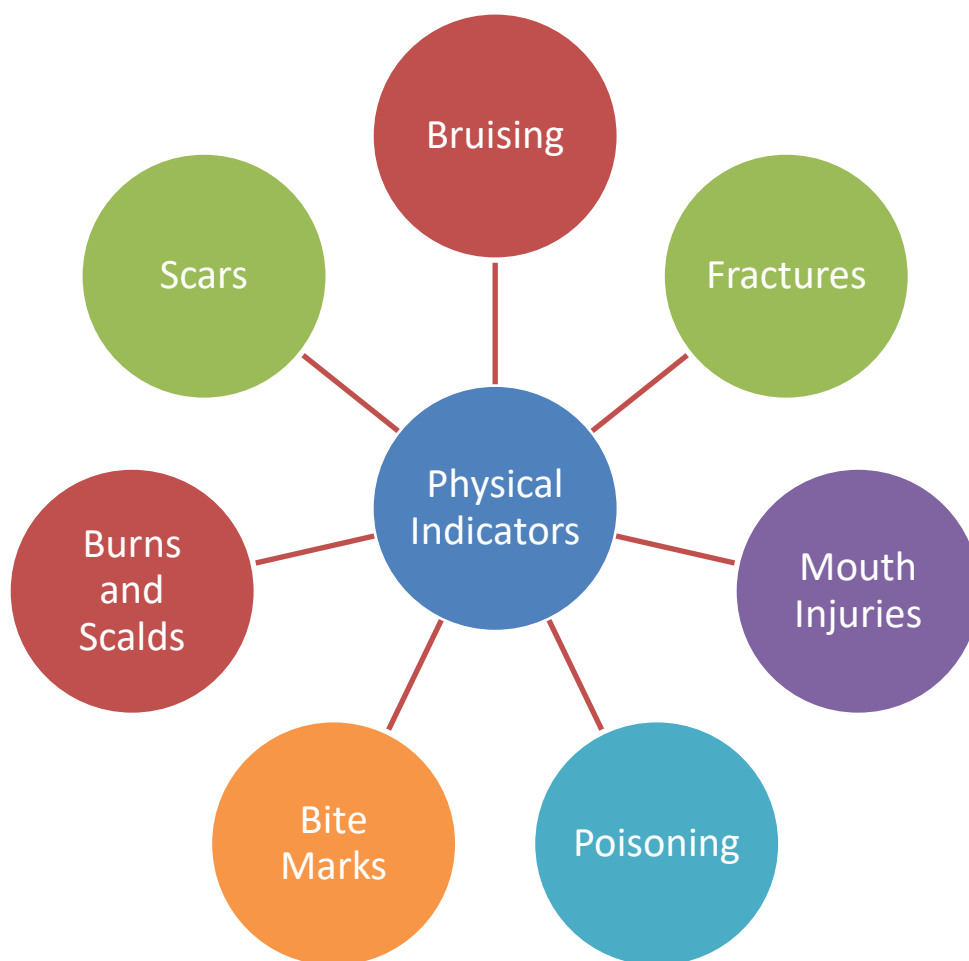


Wider Contextual Indicators

## **22.1 Recognising Physical Abuse**

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.

### ***Indicators in the child***



### ***Bruising***

It is often possible to differentiate between accidental and inflicted bruises. The following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- Bruising in or around the mouth
- Two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive)
- Repeated or multiple bruising on the head or on sites unlikely to be injured accidentally, for example the back, mouth, cheek, ear, stomach, chest, under the arm, neck, genital and rectal areas
- Variation in colour, possibly indicating injuries caused at different times
- The outline of an object used e.g. belt marks, hand prints or a hair brush
- Linear bruising at any site, particularly on the buttocks, back or face
- Bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting
- Bruising around the face
- Grasp marks to the upper arms, forearms or leg
- Petechial haemorrhages (pinpoint blood spots under the skin.) Commonly associated with slapping, smothering/suffocation, strangling and squeezing

### ***Fractures***



Fractures may cause pain, swelling and discolouration over a bone or joint. It is unlikely that a child will have had a fracture without the carers being aware of the child's distress.

If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture.

There are grounds for concern if:

- The history provided is vague, non-existent or inconsistent
- There are associated old fractures
- Medical attention is sought after a period of delay when the fracture has caused symptoms such as swelling, pain or loss of movement

Rib fractures are only caused in major trauma such as in a road traffic accident, a severe shaking injury or a direct injury such as a kick.

Skull fractures are uncommon in ordinary falls, i.e. from three feet or less. The injury is usually witnessed, the child will cry and if there is a fracture, there is likely to be swelling on the skull developing over 2 to 3 hours. All fractures of the skull should be taken seriously.

### ***Mouth Injuries***

Tears to the frenulum (tissue attaching upper lip to gum) often indicates force feeding of a baby or a child with a disability. There is often finger bruising to the cheeks and around the mouth. Rarely, there may also be grazing on the palate.

### ***Poisoning***

Ingestion of tablets or domestic poisoning in children under 5 is usually due to the carelessness of a parent or carer, but it may be self-harm even in young children.

### ***Bite Marks***

Bite marks can leave clear impressions of the teeth when seen shortly after the injury has been inflicted. The shape then becomes a more defused ring bruise or oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child.

A medical/dental opinion, preferably within the first 24 hours, should be sought where there is any doubt over the origin of the bite.

### ***Burns and Scalds***

It can be difficult to distinguish between accidental and non-accidental burns and scalds. Scalds are the most common intentional burn injury recorded.

Any burn with a clear outline may be suspicious e.g. circular burns from cigarettes, linear burns from hot metal rods or electrical fire elements, burns of uniform depth over a large area, scalds that have a line indicating immersion or poured liquid.

Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation. Scalds to the buttocks of a child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath.





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The following points are also worth remembering:

- A responsible adult checks the temperature of the bath before the child gets in.
- A child is unlikely to sit down voluntarily in a hot bath and cannot accidentally scald its bottom without also scalding his or her feet.
- A child getting into too hot water of his or her own accord will struggle to get out and there will be splash marks

### **Scars**

A large number of scars or scars of different sizes or ages, or on different parts of the body, or unusually shaped, may suggest abuse.

### ***Emotional / behavioural presentation***

- Refusal to discuss injuries
- Admission of punishment which appears excessive
- Fear of parents being contacted and fear of returning home
- Withdrawal from physical contact
- Arms and legs kept covered in hot weather
- Fear of medical help
- Aggression towards others
- Frequently absent from school
- An explanation which is inconsistent with an injury
- Several different explanations provided for an injury

### ***Indicators in the parent***

- May have injuries themselves that suggest domestic violence
- Not seeking medical help/unexplained delay in seeking treatment
- Reluctant to give information or mention previous injuries
- Absent without good reason when their child is presented for treatment
- Disinterested or undisturbed by accident or injury
- Aggressive towards child or others
- Unauthorised attempts to administer medication
- Tries to draw the child into their own illness
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault
- Parent / carer may be over involved in participating in medical tests, taking temperatures and measuring bodily fluids
- Observed to be intensely involved with their children, never taking a much needed break nor allowing anyone else to undertake their child's care
- May appear unusually concerned about the results of investigations which may indicate physical illness in the child
- Wider parenting difficulties may (or may not) be associated with this form of abuse.



- Parent / carer has convictions for violent crimes

### ***Indicators in the family/environment***

- Marginalised or isolated by the community
- History of mental health, alcohol or drug misuse or domestic violence
- History of unexplained death, illness or multiple surgeries in parents and/or siblings of the family
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement

## **22.2 Recognising Perplexing cases which may indicate a possibility of fabricated or Induced Illness (FFI)**

Professionals may be concerned at the possibility of a child suffering significant harm as a result of having illness fabricated or induced by their carer. Possible concerns are:

- Discrepancies between reported and observed medical conditions, such as the incidence of fits
- Attendance at various hospitals, in different geographical areas
- Development of feeding / eating disorders, as a result of unpleasant feeding interactions
- The child developing abnormal attitudes to their own health
- Non organic failure to thrive - a child does not put on weight and grow and there is no underlying medical cause
- Speech, language or motor developmental delays
- Dislike of close physical contact
- Attachment disorders
- Low self esteem
- Poor quality or no relationships with peers because social interactions are restricted
- Poor attendance at school and under-achievement

These cases are very complex and for a case to be considered as FFI is after careful and detailed review by a consultant paediatrician. Please Pan-Sussex Child Protection Procedures for further information <https://sussexchildprotection.procedures.org.uk/tkso/children-in-specific-circumstances/fabricated-or-induced-illness>

Where any school has concerns in this area they must speak with their school nurse in the first instance.

## **22.3 Recognising Emotional Abuse**

1. Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person.



2. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.
3. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction.
4. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyber bullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.
5. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

### ***Indicators in the child***

- Developmental delay
- Abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment
- Aggressive behaviour towards others
- Child scapegoated within the family
- Frozen watchfulness, particularly in pre-school children
- Low self-esteem and lack of confidence
- Withdrawn or seen as a 'loner' - difficulty relating to others
- Over-reaction to mistakes
- Fear of new situations
- Inappropriate emotional responses to painful situations
- Neurotic behaviour (e.g. rocking, hair twisting, thumb sucking)
- Self-harm
- Fear of parents being contacted
- Extremes of passivity or aggression
- Drug/solvent abuse
- Chronic running away
- Compulsive stealing
- Low self-esteem
- Air of detachment – 'don't care' attitude
- Social isolation – does not join in and has few friends
- Depression, withdrawal
- Behavioural problems e.g. aggression, attention seeking, hyperactivity, poor attention
- Low self-esteem, lack of confidence, fearful, distressed, anxious
- Poor peer relationships including withdrawn or isolated behaviour

### ***Indicators in the parent***

- Domestic abuse, adult mental health problems and parental substance misuse may be features in families where children are exposed to abuse.
- Abnormal attachment to child e.g. overly anxious or disinterest in the child



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- Scapegoats one child in the family
- Imposes inappropriate expectations on the child e.g. prevents the child's developmental exploration or learning, or normal social interaction through overprotection
- Wider parenting difficulties may (or may not) be associated with this form of abuse.

#### ***Indicators of in the family/environment***

- Lack of support from family or social network
- Marginalised or isolated by the community
- History of mental health, alcohol or drug misuse or domestic violence
- History of unexplained death, illness or multiple surgeries in parents and/or siblings of the family
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement



## 22.4 Recognising Neglect

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.

## 22.5 Neglect - Using the West Sussex Partnership Suite of Tools

West Sussex Safeguarding Children Partnership have developed a range of tools to assist professionals in identifying and responding to neglect.

These tools include A Day in My Life Templates ( <https://www.westsussexscp.org.uk/neglect>) to enable professionals to assess the needs of individual children. These tools are fundamental in hearing the child's voice when there are concerns.

Our school is committed to using these tools when assessing impact of abuse and neglect on children. As a Governing Body we will monitor use of this tool whenever assessing children who may be at risk of neglect.

- Once a child is born, neglect may involve a parent or carer failing to:
  - provide adequate food, clothing and shelter (including exclusion from home or abandonment);
  - protect a child from physical and emotional harm or danger;
  - ensure adequate supervision (including the use of inadequate care-givers); or
  - ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

### ***Indicators in the child***

#### ***Physical presentation***

- Failure to thrive or, in older children, short stature
- Underweight
- Frequent hunger
- Dirty, unkempt condition
- Inadequately clothed, clothing in a poor state of repair
- Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold
- Swollen limbs with sores that are slow to heal, usually associated with cold injury
- Abnormal voracious appetite
- Dry, sparse hair
- Recurrent / untreated infections or skin conditions e.g. severe nappy rash, eczema or persistent head lice / scabies/ diarrhoea
- Unmanaged / untreated health / medical conditions including poor dental health
- Frequent accidents or injuries

#### ***Development***

- General delay, especially speech and language delay
- Inadequate social skills and poor socialization



### ***Emotional/behavioural presentation***

- Attachment disorders
- Absence of normal social responsiveness
- Indiscriminate behaviour in relationships with adults
- Emotionally needy
- Compulsive stealing
- Constant tiredness
- Frequently absent or late at school
- Poor self esteem
- Destructive tendencies
- Thrives away from home environment
- Aggressive and impulsive behaviour
- Disturbed peer relationships
- Self-harming behaviour

### ***Indicators in the parent***

- Dirty, unkempt presentation
- Inadequately clothed
- Inadequate social skills and poor socialisation
- Abnormal attachment to the child .e.g. anxious
- Low self- esteem and lack of confidence
- Failure to meet the basic essential needs e.g. adequate food, clothes, warmth, and hygiene
- Failure to meet the child's health and medical needs e.g. poor dental health; failure to attend or keep appointments with health visitor, GP or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy
- Child left with adults who are intoxicated or violent
- Child abandoned or left alone for excessive periods
- Wider parenting difficulties may (or may not) be associated with this form of abuse

### ***Indicators in the family/environment***

- History of neglect in the family
- Family marginalised or isolated by the community.
- Family has history of mental health, alcohol or drug misuse or domestic violence.
- History of unexplained death, illness or multiple surgeries in parents and/or siblings of the family
- Family has a past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.
- Dangerous or hazardous home environment including failure to use home safety equipment; risk from animals





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- Poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating
- Lack of opportunities for child to play and learn

### **22.6 Recognising Sexual Abuse**

1. 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.
2. 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.
3. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).
4. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

#### ***Indicators in the child***

##### ***Physical presentation***

- Urinary infections, bleeding or soreness in the genital or anal areas
- Recurrent pain on passing urine or faeces
- Blood on underclothes
- Sexually transmitted infections
- Vaginal soreness or bleeding
- Pregnancy in a younger girl where the identity of the father is not disclosed and/or there is secrecy or vagueness about the identity of the father
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

##### ***Emotional / behavioural presentation***

- Makes a disclosure
- Demonstrates sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- Self-harm - eating disorders, self-mutilation and suicide attempts
- Poor self-image, self-harm, self-hatred
- Reluctant to undress for PE
- Running away from home
- Poor attention / concentration (world of their own)
- Sudden changes in school work habits, become truant



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- Withdrawal, isolation or excessive worrying
- Inappropriate sexualised conduct
- Sexually exploited or indiscriminate choice of sexual partners
- Wetting or other regressive behaviours e.g. thumb sucking
- Draws sexually explicit pictures
- Depression

#### ***Indicators in the parents***

- Comments made by the parent/carer about the child.
- Lack of sexual boundaries
- Wider parenting difficulties or vulnerabilities
- Grooming behaviour
- Parent is a sex offender

#### ***Indicators in the family/environment***

- Marginalised or isolated by the community.
- History of mental health, alcohol or drug misuse or domestic violence
- History of unexplained death, illness or multiple surgeries in parents and/or siblings of the family
- Past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement
- Family member is a sex offender

## **23 Additional Specific Safeguarding Issues**

### **23.1 Child abduction and community safety incidents**

1. 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.
2. We recognise 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.
3. If we are informed about such an incident we will make contact with the police, by 999 if we believe someone is in immediate danger or a crime is being committed.
4. We recognise the benefits of working with the police and taking advice from WSCC press office if sharing concerns about specific incidents with parents.
5. 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. We will consider this in our RSHE curriculum, working with partners including the police where we can to enhance the universal taught curriculum.
6. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. We will consider this within our wider RSHE



curriculum. Further information is available at:

- <http://www.actionagainstabduction.org/>
- <https://clevernevergoes.org/>

## **23.2 Children in the court system**

### **23.3 Criminal Court**

1. our school will do all we can in supporting any of our children who are required to attend court to give evidence in criminal court.
2. We recognise that maybe because crimes were committed against them or for crimes they have witnessed. Further support materials may be sourced at:

<https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds>

3. our school will ensure our pupils have access to this booklet. They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

### **23.4 Pre-trial therapy**

1. Our school will always do all we can to support our pupils, which includes providing counselling and other types of therapy. We are aware however that where the pupil is a witness in a criminal trial we must ensure relevant guidelines are followed – which can be found at:

<https://www.cps.gov.uk/legal-guidance/therapy-provision-therapy-child-witnesses-prior-criminal-trial>.

2. In any such situation we will be guided by the police in respect of provision of any therapy before trial.

### **23.5 Family court**

- Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. Our school will make this available as it may be useful for some parents and carers. It can be accessed <https://helpwithchildarrangements.service.justice.gov.uk/>

### **23.6 Child Missing Education – Also Annexe**

1. Children Missing Education are at greater risk of exploitation.
2. We will ensure our school understands the safeguarding duties we have when notifying the Local Authority when removing a child from our school roll at non-standard transition times.
3. The full details of our obligations are contained in Annex 4 below – a copy of the WSCC Children Missing Education Policy.
4. Our school will adopt the WSCC policy and guidance in respect of Children Missing Education which is attached at Annex 4 below.

### **23.7 Absence from school**

1. Where children do not turn up for school, we will follow our school's attendance policy.



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2. We will ensure we have more than one parent/carer contact number for each pupil.
3. Where a student has not attended, and we are unable to contact any parent or carer, we will consider the matter from a safeguarding perspective.
4. In particular we will consider if there are any existing child protection or safeguarding concerns for the child – if there are, we will notify the relevant agency of the absence immediately.
5. We will also consider if there are any other special circumstances, for example, child or parent disability that may make it difficult for them to make contact with health or other services if they needed to, especially in times of emergency.
6. If there any concerns our school/college will consider making a home visit and contacting the IFD.
7. If there are significant concerns, we will contact the police immediately.

### **23.8 Absence from School - Revised School Attendance Guidance August 2020**

1. Our school will follow the revised Government Guidance regarding attendance, which is in place from August 2020. Click here for the latest statutory guidance: <https://www.gov.uk/government/publications/children-missing-education>
2. We recognise that from the start of the autumn term 2020 pupil attendance will be mandatory and the usual rules on attendance will apply, including:
  - parents' duty to ensure that their child of compulsory school age attends regularly at the school where the child is a registered pupil
  - schools' responsibilities to record attendance and follow up absence
  - the ability to issue sanctions, including fixed penalty notices, in line with local authorities' codes of conduct
3. The guidance also gives clear guidance on where not attending in Covid-19 related circumstances will apply.
4. Further advice and support can be found at Annex 5 below and by contacting Pupil Entitlement Investigation on;

Email - [PEI@westsussex.gov.uk](mailto:PEI@westsussex.gov.uk)

Tel - 0330 222 8200

### **23.9 Elective Home Education**

1. As a school we recognise that many home educated children have an overwhelmingly positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, we also recognise this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.
2. From September 2016 the Education (Pupil Registration) (England) Regulations 2006 were amended so that schools must inform their LA of all deletions from their admission register when a child is taken off roll (See Annex 4 below re removal from roll)
3. Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, we recognise that KCSiE 2021 recommends that LAs, schools, and other key professionals work together to coordinate a meeting with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.
4. As a school we recognise that, on hearing of parents considering removing a child for EHE, Schools are encouraged to make contact with the EHE team to discuss any concerns they



may have.<sup>14</sup>

5. Where the child is on a Child Protection / Child in Need or Early Help plan, we as a school recognise **we must**, at the earliest opportunity, inform the agencies involved in those plans and the EHE team, and look to hold a meeting with professionals and parents / carers to discuss any concerns and to ensure the parental decision is in the best interest of the child.
6. As a school we are also aware of DfE guidance for local authorities on Elective home education sets out the role and responsibilities of LAs and their powers to engage with parents in relation to EHE. Although this is primarily aimed at LAs, schools should also be familiar with this guidance.<sup>15</sup>

### 23.10 Child Criminal Exploitation and Child Sexual Exploitation (CSE)

1. We recognise that both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation
2. We recognise changes in behaviour can indicate signs of abuse or exploitation and we will, as a school, always hear the voice of the child and establish what underlying causes there are for changes in or continued poor behaviour.

#### **All of our staff recognise:**

3. in some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.
4. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.
5. Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including gender, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.
6. Some of the following can be indicators of both child criminal and sexual exploitation where children:
  - appear with unexplained gifts, money or new possessions;
  - associate with other children involved in exploitation;
  - suffer from changes in emotional well-being;

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<sup>14</sup> The West Sussex County Council EHE Team can be contacted on - 0330 222 3300 / [ehe@westsussex.gov.uk](mailto:ehe@westsussex.gov.uk)

<sup>15</sup> <https://www.gov.uk/government/publications/elective-home-education>



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- misuse drugs and alcohol;
  - go missing for periods of time or regularly come home late; and
  - regularly miss school or education or do not take part in education.
7. Children who have been exploited will need additional support to help maintain them in education.
8. CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.
- Some additional specific indicators that may be present in CSE are children who:
  - have older boyfriends or girlfriends; and
  - suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.
9. Further information on signs of a child's involvement in sexual exploitation is available in Home Office guidance <https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

### 23.11 Concerns a child is being exploited

1. If we have any concerns a child is being exploited we will take advice from IFD and complete the complex safeguarding child exploitation assessment form found <https://www.westsussexscp.org.uk/professionals/child-exploitation-ce-including-child-sexual-exploitation-cse/child-exploitation-including-child-sexual-exploitation>

### 23.12 County Lines

1. We recognise 'County Lines' is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs using dedicated mobile phone lines or other form of "deal line". This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to move, store and sell drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims.

All our staff will recognise that:

2. Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes and care homes.
3. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.





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4. A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that maybe present where a child is criminally exploited through involvement in county lines are children who:
  - go missing and are subsequently found in areas away from their home;
  - have been the victim or perpetrator of serious violence (e.g., knife crime);
  - are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
  - are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;
  - are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity;
  - owe a 'debt bond' to their exploiters;
  - have their bank accounts used to facilitate drug dealing.
5. Further information on the signs of a child's involvement in county lines is available in guidance published by the [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/863323/HOCountyLinesGuidance - Sept2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/863323/HOCountyLinesGuidance_-_Sept2018.pdf)
6. If we are concerned that a child or young person is being exploited or being drawn into exploitation through county lines we will follow the guidance at 22.11 above.

### 23.13 Modern Slavery and the National Referral Mechanism

1. We recognise 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.
2. We recognise that modern slavery effects all members of society and could be happening in our community.
3. Where we have any concerns modern slavery is happening we will contact the police and / or IFD.
4. We recognise we can obtain 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.  
<https://www.gov.uk/government/collections/modern-slavery>

### 23.14 Serious Violence

1. All staff in our school will be aware of the indicators which may signal that children are at risk from, or involved with serious violent crime. We will be aware that indicators such as increased absence, a change of friendships or relationships with older individuals or groups, a significant decline in



performance, signs of self-harm or a significant change in wellbeing, or signs of assault or injuries. In addition, unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

2. We understand that such cases are often difficult to identify. As a school we will do all we can to hear the voice of the child, enabling all our children to share concerns, worries or feel enabled to ask for help.
3. Where we are concerned that a child at our school may be involved in serious violence or at risk of exploitation we will complete the child exploitation risk assessment found at:

<https://www.westsussexscp.org.uk/professionals/child-sexual-abuse-exploitation/child-sexual-exploitation/>

4. If there are any concerns a child is at risk of serious violence we will contact IFD for advice.
5. If we are concerned that the child is at risk of imminent serious violence we will call the police on 999.

### 23.15 Contextual Safeguarding Networks

1. Recent developments in building contextual safeguarding network can significantly increase the support to young people at risk of exploitation. This network looks at different aspects of potential abuse which is committed outside the home. More information can be found in the Pan-Sussex Child Protection and Safeguarding Procedures can be found here (<https://sussexchildprotection.procedures.org.uk/kyqxo/children-in-specific-circumstances/exploitation>) .
2. Further advice and guidance can be found by visiting WSCC Contextual Safeguarding Local Offer ([https://westsussex.local-offer.org/information\\_pages/599-contextual-safeguarding](https://westsussex.local-offer.org/information_pages/599-contextual-safeguarding)) .

### 23.16 Cybercrime

1. We recognise 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.
2. We recognise that children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.
3. If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), we will consider a referral to IFD.
4. We will also consider referring into the Cyber Choices programme. ( 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.)



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5. 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:

6. National Crime Agency <https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices>
7. National Cyber Security Centre <https://www.ncsc.gov.uk/>

## 23.17 Domestic Abuse

1. Our school recognises the definition of domestic abuse to be any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:
  - psychological;
  - physical;
  - sexual;
  - financial; and
  - emotional
2. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.
3. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.
4. **Any concerns regarding domestic abuse will be considered by the designated safeguarding lead or deputy and advice and guidance obtained from IFD.**
5. As outlined in Keeping Children Safe in Education 2020, Operation Encompass helps police and schools work together and enables the school to support the child as soon as possible. Our school has joined the Operation Encompass scheme with Sussex Police.
6. Our school is aware of and will use where necessary the Operation Encompass Teachers National Helpline (<https://www.naht.org.uk/news-and-opinion/news/pupil-support-and-safeguarding-news/operation-encompass-teachers-national-helpline/>) in order to support our children if we receive an Operation Encompass notification.
7. Our school is also aware that IFD can also provide support.
8. We are aware that further information can also be obtained from NSPCC –
  - a. <https://www.operationencompass.org/>
  - b. lockdown and domestic abuse (<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/domestic-abuse/>)
  - c. Refuge - effects on children (<http://www.refuge.org.uk/get-help-now/support-for-women/what-about-my-children/>) and
  - d. SafeLives: young people and domestic abuse (<https://safelives.org.uk/knowledge-hub/spotlights/spotlight-3-young-people-and-domestic-abuse/>)

### **Operation Encompass**



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Our school is part of Operation Encompass. This is a police and education early intervention safeguarding partnership which supports children and young people who experience Domestic Abuse.

Operation Encompass means that the police will share information about Domestic Abuse incidents with our school PRIOR to the start of the next school day when they have been called to a domestic incident.

Once a Key Adult (DSL) has attended at an Operation Encompass briefing they will cascade the principles of Operation Encompass to all DDSL's.

Our parents are fully aware that we are an Operation Encompass school.

The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information.

The Key Adult has also led training for all school staff and Governors about Operation Encompass, the prevalence of Domestic Abuse and the impact of this abuse on children. We have also discussed how we can support our children following the Operation Encompass notification.

We are aware that we must do nothing that puts the child/ren or the non abusing adult at risk.

The Safeguarding Governor will report on Operation Encompass in the termly report to Governors. All information is anonymised for these reports.

The Key Adult has used the Operation Encompass Toolkit to ensure that all appropriate actions have been taken by the school.

### 23.18 Homelessness

1. **Our school recognises that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.**
2. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.
3. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.
4. the Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.
5. the following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets found at: <https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets>.
6. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.
7. in most cases school staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17 year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of



intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances.

8. The department and the Ministry of Housing, Communities and Local Government have published joint statutory guidance on the provision of accommodation for 16 and 17 year olds who may be homeless and/ or require accommodation available at:

<https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets>

### **23.19 So Called Honour Based Violence (HBV) – including Female Genital Mutilation and forced marriage**

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

#### **Actions**

- For schools who may use children and / or other family members to translate information to parents and cares – **THIS MUST NOT BE DONE IF THERE ARE CONCERNS ABOUT so called honour based violence.**
- If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should contact the safeguarding manager as the initial contact, if unavailable the designated safeguarding lead (or deputy) who will in turn contact the IFD.

### **23.20 Female Genital Mutilation (FGM)**

#### **23.21 All schools and colleges have a legal obligation to report acts of Female Genital Mutilation.**

1. Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.
2. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.
3. From 31<sup>st</sup> October 2015, regulated health and social care professionals and teachers in England and Wales must report 'known' cases of FGM in under 18's which they identify in the course of their professional work to the police.
4. The Home Office has published procedural information on the duty to help health and social care professionals, teachers and the police understand: the legal requirements placed upon them, a suggested process to follow, and an overview of the action which may be taken if they fail to comply with the duty. It also aims to give the police an understanding of the duty and the next steps upon receiving a report.





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- Guidance can be obtained here;
  1. Home Office: Mandatory Reporting of FGM – procedure information

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>

2. FGM Mandatory Reporting Fact Sheet

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/496415/6\\_1639\\_HO\\_SP\\_FGM\\_mandatory\\_reporting\\_Fact\\_sheet\\_Web.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf)

3. FGM Reporting Flowchart for under 18's

<http://www.westsussexscb.org.uk/wp-content/uploads/FGM-Under-18-Flow-Chart-Final.docx>

### 23.22 Forced Marriage

- Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example).
- Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. We recognise our school can play an important role in safeguarding children from forced marriage.
- The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, with pages 35-36 of which focus on the role of schools and colleges. That guidance can be found:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/322307/HMG\\_MULTI\\_AGENCY\\_PRACTICE\\_GUIDELINES\\_v1\\_180614\\_FINAL.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf)

- School staff who have concerns about a forced marriage should contact the safeguarding manager as the initial contact, if unavailable the DSL or deputy DSL who should contact IFD for further advice. Specialist advice can also be obtained from the Forced Marriage Unit on 020 7008 0151 or email [fm@fco.gov.uk](mailto:fm@fco.gov.uk)

### 23.23 Preventing Radicalisation

1. As part of our **safeguarding** training our school/college will train all staff at least annually in respect of preventing radicalisation.
2. We recognise children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.
3. Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.
4. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
5. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or





threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

6. There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).
7. However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

### 23.24 The Prevent Duty

1. The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral and that our school/college is subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism".
2. This duty is known as the PREVENT Duty.
3. The PREVENT Duty will be seen as part of schools' and colleges' wider safeguarding obligations.
4. Our Designated Safeguarding Leads and other senior leaders will familiarise themselves with the revised Prevent Duty Guidance <https://www.gov.uk/government/publications/prevent-duty-guidance> especially paragraphs 57-76, which are specifically concerned with schools and childcare.
5. The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.
6. There is additional guidance: [Prevent duty guidance: for further education institutions in England and Wales](#) that applies to colleges.
7. We recognise that further information can be obtained from [WSCC Preventing Extremism](#) and also Keeping Children Safe in Education 2020 for national on-line training courses (pages 89-91).

### 23.25 Channel Programme – for those at risk of radicalisation

1. Our school/college recognises 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.
2. 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.
3. Our school designated safeguarding lead/senior staff will understand when it is appropriate to make a referral to the Channel programme.
4. Further information is available here:
  - [Prevent and Channel Duty – A Toolkit for Schools](#)



- Channel Guidance <https://www.gov.uk/government/publications/channel-guidance>
  - Making a Channel Referral in West Sussex
  - Prevent Channel Referral Form
5. Further advice and guidance regarding the PREVENT Duty and preventing radicalisation and violent extremism can be accessed on the West Sussex Service for Schools website, accessed here <https://schools.westsussex.gov.uk/Services/3601>.

### 23.26 Allegations against other pupils which are safeguarding issues

1. Occasionally, allegations may be made against a pupil by other pupils in the school which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation.
2. Professionals must decide in the circumstances of each case whether or not behaviour directed at another child should be categorised as abusive or not.

**Examples of safeguarding issues against a student could include:**

#### **Physical abuse:**

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

#### **Emotional abuse:**

- blackmail or extortion
- threats and intimidation (including racist or homophobic/religious remarks, cyber-bullying)
- isolating an individual from social activities
- exploiting any situation which may compel another student to do or not do something against their wishes, for example, sexting

#### **Sexual abuse:**

- indecent exposure, any form of sexual assault, or encouraging others to engage in such activity
- forcing others to watch pornography or taking part in 'sexting'

#### **Sexual Exploitation:**

- encouraging other children to engage in inappropriate sexual behaviour
- photographing or videoing other children performing indecent acts

(For sexual abuse / exploitation see section 24 below)

### 23.27 Procedure

1. If there is a safeguarding concern, the Designated Safeguarding Lead (DSL) should be informed.
2. A factual record should be made of the allegation, but no attempt at that stage should be made to investigate the circumstances (though further discussion with the alleged victim/perpetrator may be required by the school if further assessment required prior to safeguarding decision).
3. The Designated Safeguarding Lead should contact the IFD to discuss the case where appropriate.
4. The Designated Safeguarding Lead will follow through the outcomes of the discussion and make a referral when appropriate.



5. If the allegation indicates that a potential criminal offence has taken place, school will consult with the police and IFD.
6. Parents of both the perpetrator and the alleged victim should be informed and kept updated on the progress of the referral, unless to do so would place the alleged victim at risk, and/or jeopardise a police investigation. If unsure, advice should be sought from the IFD.
7. The Designated Safeguarding Lead will make a record of the concern and a copy will be kept on both pupils' files.
8. Where neither Children's Social Care nor the police progress an investigation, a thorough investigation should take place using the school's normal disciplinary procedures.
9. In situations where the school considers a safeguarding concern remains present, a risk assessment should be prepared along with a preventative plan. The plan should be monitored, and a date set for a follow up review with everyone concerned. The plan should reflect both the physical and emotional safety of all pupils concerned.

### **23.28 Children with family members in prison**

- Our school/college is aware of the additional challenges faced by children who have a parent/carer sent to prison. We recognise that this could well be an adverse childhood experience and we also recognise such children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health.
- NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children. Our school/college will work in accordance with that guidance, found [here](#), in supporting children in our school who have a parent or carer in prison.

### **23.29 Other aspects of risk – Bullying / Emotional Health & Well-being**

- In addition to the information contained in section 12 above, additional information is provided on the following areas;
- Bullying including cyberbullying.
- Our school has an anti-bullying strategy which is used by all staff. National guidance on anti-bullying can be found [here](#). In addition, support for victims of significant bullying can be provided by the local Early Help hub and by visiting [Your Space](#).

## **24 Sexual violence and sexual harassment between children in schools and colleges**

1. We are familiar with the guidance and information contained with part 5 KCSiE 2021 and also DfE guidance [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/999239/SVSH\\_2021.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf) which has been produced to assist schools and colleges to manage cases of sexual violence and harassment between pupils.
2. At our school we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other pupils.
3. We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's behaviour policy or anti-bullying



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policy in the first instance.

4. However, we recognise that some allegations may be of such a serious nature that they may raise safeguarding concerns.
5. **All staff** should recognise that children are capable of abusing their peers. All our staff should be clear about our school policy and procedures with regard to peer-on-peer abuse.
6. We recognise the importance of an ambitious broad and balanced curriculum which develops students understanding of consent, acceptable behaviour, keeping themselves safe and healthy relationships.
7. We will ensure that, in our school or college, our policy will include procedures to minimise the risk of peer-on-peer abuse.
8. We recognise and will ensure that systems should be in place (and they should be well promoted, easily understood and easily accessible) for children to confidently report abuse, knowing their concerns will be treated seriously.
9. We understand that schools and colleges not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. We will ensure we have a positive cultural of challenge and reporting in our school.
10. We recognise that children may not find it easy to tell staff about their abuse verbally. We understand children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report, or a member of school or college staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong. As per this policy, if staff have any concerns about a child's welfare, they should act on them immediately rather than wait to be told.
11. As always when concerned about the welfare of a child, all our staff should act in the best interests of the child. In all cases, schools and colleges should follow general safeguarding principles as set out throughout this policy. Immediate consideration should be given as to how best to support and protect the victim and the alleged perpetrator(s) (and any other children involved/impacted).
12. The starting point regarding any report should always be that there is a zero-tolerance approach to sexual violence and sexual harassment, and it is never acceptable, and it will not be tolerated. It is especially important not to pass off any sexual violence or sexual harassment as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.
13. Our school/college recognises sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.
14. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable.



15. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.

### **24.1 Our staff will recognise the importance of:**

1. Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
2. not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
3. Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.
4. Recognition of the gendered nature of peer-on-peer abuse (i.e., that it is more likely that girls will be victims and boys’ perpetrators), but that all peer-on-peer abuse is unacceptable and will be taken seriously.
5. The different forms peer on peer abuse can take, such as: bullying (including cyberbullying).
6. Sexual violence and sexual harassment. (Which is covered in much more detail below).
7. Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery) Also covered below.
8. 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
9. Upskirting, which typically involves taking a picture under a person’s clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
10. Initiation/hazing type violence and rituals.

### **24.2 Preventing Peer on Peer Abuse**

As a school we will

1. Provide a developmentally appropriate education syllabus which develops pupils understanding of consent, acceptable behaviour, keeping themselves safe and healthy relationships.
2. Have systems in place for any pupil to raise concerns with staff, knowing that they will be listened to, believed and valued.
3. Deliver targeted work on assertiveness and keeping safe to those children identified as being at risk.
4. Develop robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils.
5. Provide clarity on how allegations of peer-on-peer abuse will be recorded, investigated and dealt with.
6. Have clear processes as to how victims, perpetrators and any other child affected by peer-on-peer abuse will be supported.
7. Provide a clear statement that abuse is abuse and should never be tolerated or passed off as “banter”, “just having a laugh” or “part of growing up”.





8. Recognise the gendered nature of peer-on-peer abuse (i.e., that it is more likely that girls will be victims and boys' perpetrators), but that all peer-on-peer abuse is unacceptable and will be taken seriously

### 24.3 Sexual violence – rape & sexual assault, including by penetration.

- We recognise it is important that our staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act.
- **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.

### 24.4 What is consent?

1. 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.

### 24.5 Sexual harassment

1. When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child-on-child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.
2. Whilst not intended to be an exhaustive list, sexual harassment can include:
  - Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
  - Sexual "jokes" or taunting;
  - Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
  - Online sexual harassment. This may be standalone, or part of a wider pattern of sexual





harassment and/or sexual violence<sup>16</sup>. It may include:

- Non-consensual sharing of sexual images and videos; Sexualised online bullying; Unwanted sexual comments and messages, including, on social media; and Sexual exploitation; coercion and threats

## 24.6 Upskirting

1. Our school recognises that upskirting is a criminal offence and we will take any allegations of such behaviour very seriously.
2. Upskirting typically involves taking a picture up or under a person's clothing without them knowing. The picture is taken with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.
3. When an allegation of upskirting is brought to our attention we will respond as we would for any other disclosure of potential abuse.
4. We will follow the principles as set out in responding to reports of sexual violence and harassment above and will take advice from IFD on how to progress any allegation of upskirting.
5. Where any suspect for a case of upskirting is identified as being a pupil at our school we will initially be guided by police but will always seek to support that pupil.

## 24.7 Sharing Nudes and semi-nude images

1. We recognise the guidance issued in December 2020 by the Dept for Digital, Culture, Media and Sport and the UK Council for Internet Safety published guidance Sharing nudes and semi nudes: advice for education settings working with children and young people<sup>17</sup>.
2. This guidance separates incidents of those under 18 sharing nude or semi-nude images into two broad areas: 1 - aggravated and 2 - experimental.
3. Aggravated can be sub-categorised into the following areas:
  - An adult is involved,
  - Youth only and there is an intent to harm – for example used to threaten or exploitation, Youth only and reckless misuse – for example sharing images widely without consent but no intent to harm.
4. Experimental can be sub-categorised into
  - Where images have been shared within a romantic context
  - Where young people share images of themselves with others for sexual attention<sup>18</sup>

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<sup>16</sup> Project DESHAME provides useful research advice and resources regarding online sexual harassment – found [here](#)

<sup>17</sup> <https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people>

<sup>18</sup> The guidance identifies sexual attention seeking. The phrase 'sexual attention seeking' is taken directly from the typology however it is important to note that incidents within this category can be a part of normal childhood. A child or young person should not be blamed for taking and sharing their image.



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- Another reason

#### 5. Response

- We will have a thorough understanding of the guidance and assess each case on its own merits. Where aggravating factors may be present, the matter should be referred to police on 101 and IFD.
- Where there are no clear aggravating factors settings should consider whether a safeguarding referral to IFD should still be made, taking advice from IFD where appropriate
- We will consider Annex 10 when responding to such cases.

### 24.8 Part Five, Keeping Children Safe in Education

1. We recognise Part five of Keeping Children Safe in Education contains helpful information and guidance, which we will refer to when managing cases of child sexual violence and harassment. (Part Five KCSiE is attached at Annex 9 below.)

### 24.9 Responding to reports of sexual violence and sexual harassment

1. Annex 10 of this policy, *Briefing Note: Sexual violence & harassment between children in schools & colleges* outlines key considerations for schools and colleges. The briefing note contains information on how to respond and refer to reports of sexual violence and sexual harassment, safety plans, and how to support all the children and young people involved.
2. We recognise that this briefing note sets out the local context and outlines when schools should contact the police and the integrated front door. We will use this briefing note when responding to any reports of sexual violence and sexual harassment.
3. We recognise If a report is determined to be unsubstantiated, unfounded, false or malicious, the designated safeguarding lead should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate.
4. If a report is shown to be deliberately invented or malicious, we will, whilst supporting all young people involved, consider if any action should be taken as per our behaviour policy.

### **Brook Traffic Light Tool**

Subsequent to any incident of a sexualised nature the Brook Traffic Light tool will be used to guide staff understanding and response. When determining a response, staff should report the established facts of the incident and refer to the traffic light tool to contextualise their perspective on the level of severity and intervention required e.g. X occurred, the perpetrator is currently 8 years old. Using the BTLT I believe the behaviours are amber level. There have been an increasing number of similar behaviours within the past term – approximately 4-6 since ....

### **Brook TLT – Age 5-9 Years**



## SEXUAL BEHAVIOURS

●●● TRAFFIC LIGHT TOOL

### Behaviours: age 5 to 9 years

All green, amber and red behaviours require some form of attention and response. It is the level of intervention that will vary.

#### Green behaviours

- feeling and touching own genitals
- curiosity about other children's genitals
- curiosity about sex and relationships, e.g. differences between boys and girls, how sex happens, where babies come from, same-sex relationships
- sense of privacy about bodies
- telling stories or asking questions using swear and slang words for parts of the body

#### Amber behaviours

- questions about sexual activity which persist or are repeated frequently, despite an answer having been given
- sexual bullying face to face or through texts or online messaging
- engaging in mutual masturbation
- persistent sexual images and ideas in talk, play and art
- use of adult slang language to discuss sex

#### Red behaviours

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online

#### What is green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

#### What is amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- unusual for that particular child or young person
- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

#### What is red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

#### What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

#### What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

#### What can you do?

Red behaviours indicate a need for immediate intervention and action.



## Brook TLT – Age 9-13 Years

### Green behaviours

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same, opposite or any gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual kissing, hugging, holding hands with peer

### Amber behaviours

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

### Red behaviours

- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy

#### What is green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

#### What is amber behaviour?

Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be:

- unusual for that particular child or young person
- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

#### What is red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

#### What can you do?

Green behaviours provide opportunities to give positive feedback and additional information.

#### What can you do?

Amber behaviours signal the need to take notice and gather information to assess the appropriate action.

#### What can you do?

Red behaviours indicate a need for immediate intervention and action.



## 24.10 Safeguarding and supporting the alleged perpetrator

1. The following principles are based on effective safeguarding practice and should help shape any decisions regarding safeguarding and supporting the alleged perpetrator:
2. The school will have a difficult balancing act to consider. On one hand they need to safeguard the victim (and the wider pupil/student body) and on the other hand provide the alleged perpetrator with an education, safeguarding support as appropriate and implement any disciplinary sanctions.
3. Consider the age and the developmental stage of the alleged perpetrator and nature of the allegations. Any child will likely experience stress as a result of being the subject of allegations and/or negative reactions by their peers to the allegations against them.
4. consider the proportionality of the response. Support (and sanctions) should be considered on a case-by-case basis.
5. An alleged perpetrator may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. Harmful sexual behaviours in young children may be (and often are) a symptom of either their own abuse or exposure to abusive practices and or materials. Advice should be taken, as appropriate, from children's social care, NHS Sussex Partnership Assessment & Treatment Service <https://www.sussexpartnership.nhs.uk/CATS> and the police.
6. Where victim and alleged perpetrator remain in school, Risk Assessments MUST be undertaken about how that can be managed as safely as possible. Further advice on managing harmful sexual behaviours in schools, including risk assessments, can be found in West Sussex Service for Schools Safeguarding In Education Resources <https://schools.westsussex.gov.uk/Services/3591>
7. It is important that if the alleged perpetrator does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs and where appropriate, potential risks to other children and staff. The designated safeguarding lead should take responsibility to ensure this happens as well as transferring the child protection file.
8. It is also very important to monitor the emotional health and well-being of all involved, including the alleged perpetrator and school / college must consider accessing Youth Emotional Support or more specialist services. Where there are concerns school should discuss the concerns with IFD/ IPEH worker.

## 24.11 Allegations against other pupils which are safeguarding issues

1. Occasionally, allegations may be made against student by other students in the school which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation.
2. Professionals must decide in the circumstances of each case whether or not behaviour directed at another child should be categorised as abusive or not.

***Examples of safeguarding issues against a student could include:***

### ***Physical abuse:***

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

### ***Emotional abuse:***





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- blackmail or extortion
- threats and intimidation (including racist or homophobic/religious remarks, cyber-bullying)
- isolating an individual from social activities
- sexting

#### **Sexual abuse:**

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

#### **Sexual Exploitation:**

- encouraging other children to engage in inappropriate sexual behaviour
- photographing or videoing other children performing indecent acts

### **24.12 Procedure**

1. If there is a safeguarding concern, the Designated Safeguarding Lead (DSL) should be informed.
2. A factual record should be made of the allegation using normal behaviour reporting procedures (Use CPLO@ also if abuse is suspected), but no attempt at that stage should be made to investigate the circumstances (though further discussion with the alleged victim/perpetrator may be required by the school if further assessment required prior to safeguarding decision).
3. The designated safeguarding lead will follow through the outcomes of the discussion and make a referral when appropriate.
4. The Designated Safeguarding Lead will follow through the outcomes of the discussion and make a referral when appropriate.
5. If the allegation indicates that a potential criminal offence has taken place, the IFD will consult with the police.
6. Parents of both the student being complained about and the alleged victim should be informed and kept updated on the progress of the referral, unless to do so would place the alleged victim at risk, and/or jeopardise a police investigation. If unsure, advice should be sought.
7. The designated safeguarding lead will make a record of the concern and a copy will be kept on both pupils' files.
8. Where neither Children's Social Care nor the police accept the complaint, a thorough school investigation should take place in the matter using the school's usual disciplinary procedures.
9. In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative plan. The plan should be monitored and a date set for a follow up review with everyone concerned. The plan should reflect both the physical and emotional safety of all pupils concerned.





## 24.13 Other aspects of risk - Bullying and Emotional Health & Well-being

In addition to the information contained above, additional information is provided on the following areas;

### ***Bullying including cyberbullying.***

Our school has an anti-bullying strategy which is used by all staff. National guidance on anti-bullying can be found at <https://www.gov.uk/government/publications/preventing-and-tackling-bullying>. In addition, support for victims of significant bullying can be provided by the local Early Help hub and by visiting <https://www.westsussex.gov.uk/education-children-and-families/your-space/support/personal-safety/bullying/>.

Our policy on bullying (this includes homophobic and gender related bullying) is set out in a separate document, at: [Y:\School Level\Policies\Behaviour and Discipline - Statutory\Anti-Bullying-Statutory](#).

### ***Emotional Health and Well-being***

Our school has an emotional well-being lead and that is the deputy head teacher supported by:

The SENCO, Safeguarding Manager and Pastoral Team

The PSHE Leader and PHSE Team

- we support our student's emotional health and where necessary seek the advice and support of our local IPEH hub and in particular the Youth Emotional Support (YES) programme. Details of which can be found at: <https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>.
- our school will make use of national guidance.
- Public Health England have also published a whole school and college approach for Promoting children and young people's emotional health and wellbeing which the PSHCE team will make use of when developing the curriculum framework. That guidance can be found at: <https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing>

## 25 Dealing with a disclosure

### **25.1 We are determined**

1. That our school will be a safe place where children feel able to talk to a trusted adult if they are concerned or worried.
2. We are also determined that all staff, including volunteers, will know how to respond appropriately should a child disclose to them.

### **25.2 If a child discloses – we will.**

If a child discloses that he or she has been abused in some way the member of staff or volunteer should:

- No other higher priority than the child at that time
- accept what the child says.
- stay calm, the pace should be dictated by the child without them being pressed for detail. **DO NOT ASK LEADING QUESTIONS** such as “did x touch you there?” It is our role to



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listen - not to investigate.

- If more information is needed, **use open questions** such as “Is there anything else you want to tell me?” or “yes?” or “and?”
- **Use age appropriate words**; avoid jargon or terms the child may well not understand.
- **be careful not to burden the child with guilt** by asking questions like “Why didn’t you tell me before?” but you could ask ‘Have you spoken to anyone else about this?’
- **acknowledge how hard it was for the child to tell you.**
- **do not criticise the perpetrator**, the child might have a relationship with them.
- **do not promise confidentiality**, but reassure the child that they have done the right thing, explain whom you will have to tell (the designated lead) and why; and, depending on the child’s age, what the next stage will be. It is important that you avoid making promises that you cannot keep such as “I’ll stay with you all the time.” or “It will be all right now.”.
- If we are in any doubt as to whether to refer the matter we will speak and discuss with IFD.

### 25.3 When recording information we will:

- Be aware that any records made may well be used in subsequent investigations and possible court hearings.
- Make detailed notes at the time or immediately afterwards; record the date, time, place and context of disclosure or concern. Record facts and what was said but not your assumption or interpretation.
- If it is observation of bruising or an injury record the detail, e.g., “right arm above elbow”.
- Use skin / body maps if necessary – specimen examples are available at Annex 7 below.
- Not take photographs.
- Note the non-verbal behaviour and the key words in the language used by the child but do not to translate into ‘adult language’.
- Record the date, time and location where the notes were made and if anyone else was present.
- Pass the notes as soon as possible to the Designated Safeguarding Lead.

### 25.4 Reporting Forms

1. Reporting forms should be readily available to all staff who may require them. Staff should not have to print forms off before being able to complete them.
2. Reporting forms should be located together with the latest copies of Keeping Children Safe in Education, Confidential Reporting Policy and the schools’ child protection and safeguarding policy, at various easily accessible points through the school.
  - **Forms and skin / body maps for recording the information are found in appendices. These are in hardcopy within staff room, Blue bell room and PPA room.**
3. Annex’s below provide forms, chronologies and skin/body maps for the recording of information.
4. Even where we have a computerised safeguarding system, we will still have paper reporting forms readily available to all staff, so they record concerns as soon as possible. (For example, where the computer system is ‘down’ or where the member of staff cannot gain access quickly to record the disclosure immediately.)
5. All paper records will be retained as per the record keeping section below. Where an electronic system is in operation, paper records of any disclosures by a child or record made by a staff member relating to a disclosure will be uploaded and the original paper record also retained.

### 25.5 Support for staff.

It is recognised that staff working in a school who have become involved with a child who has suffered

harm, or appears to be likely to suffer harm may find the situation stressful and upsetting.

The school will support such staff by providing an opportunity to talk through their anxieties with the safeguarding lead or designated safeguarding lead and to seek further support as appropriate. WSCC school staff have access to a free, 24/7 and confidential counselling service.

A 24 hour helpline from **Health Assured**  
to support you through any of life's  
issues or problems

### Employee Assistance Programme



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That's why we're here **24 hours a day.**

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(Outside the UK: +44 161 836 9498)

- |                     |                      |
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| ✓ Personal coaching | ✓ Fitness advice     |
| ✓ Health assessment | ✓ Stress assessment  |

Online Lifestyle Services  
[www.healthassuredeap.co.uk](http://www.healthassuredeap.co.uk)

Username: Wellbeing

Password: Support





## 26 Record Keeping

### 26.1 Child Protection Files

1. We recognise that KCSiE 2021 makes it clear that All concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child. And,
2. That Records should include:
  - a. a clear and comprehensive summary of the concern;
  - b. details of how the concern was followed up and resolved;
  - c. a note of any action taken, decisions reached and the outcome.
3. In our school we recognise the fundamental safeguarding practice of accurately recording safeguarding information. In our school:
4. records kept for child protection purposes must be kept securely, separate from other records and accessed only by those who need to do so for safeguarding and / or monitoring purposes.
5. each child should have a separate record.
6. each record must be accurate, legible and entries made as soon as practicable after a concern is raised.
7. where computer systems are used, staff must still have access to paper forms so immediate conversations with a child / body map drawings etc. can be made contemporaneously.
8. any paper records generated at 4 above must be retained within the file, even where they have been scanned to a computer record.
9. where there is more than one sibling, each sibling should have their own record, cross-referenced where necessary to their siblings.
10. each file should have a chronology to enable assessment, provide an overview and enable fast time assessment of previous activity.
11. each file should have an up to date contact number for other key professionals.

### 26.2 When a child moves school

1. Any child protection files relating to that child must be transferred / retained in accordance with guidelines which can be found at:
  - a. [https://c.ymcdn.com/sites/irms.site-ym.com/resource/collection/8BCEF755-0353-4F66-9877-CCDA4BFEEAC4/2016\\_IRMS\\_Toolkit\\_for\\_Schools\\_v5\\_Master.pdf](https://c.ymcdn.com/sites/irms.site-ym.com/resource/collection/8BCEF755-0353-4F66-9877-CCDA4BFEEAC4/2016_IRMS_Toolkit_for_Schools_v5_Master.pdf)
2. In line with statutory guidance (KCSiE 2021, para 112-113) where children leave the school, the Designated Safeguarding Lead will ensure their child protection file is transferred to the new school or college as soon as possible, ensuring secure transit, and confirmation of receipt should be obtained.
3. **For schools, this should be transferred separately from the main pupil file.** Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in a college, are aware as required.
4. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.
5. In accordance with the Information Management Toolkit for Schools, when a child moves from one school to another, the file will move with them. (See Annex 10 below for a specimen file



transfer form.) The sending school should not copy nor retain the child protection file unless they are to be used in ongoing proceedings. (Noting the exceptions when the child moves to an independent school or post 16 education provision)

## 27 Allegations against Staff Records

1. Any records generated in respect of an allegation must be kept securely, accessed only by those who require to do so for legitimate investigation / safeguarding / review purposes.
2. Any records must be kept separate from any other personal file relating to that staff member.
3. Any records must not be kept in any child's child protection file.

## 28 Managing Professional Differences and Concerns

1. We recognise that, on occasions, we may disagree with a safeguarding decision made by another safeguarding professional or agency. Our school recognises that we must challenge such decisions and recognises such challenge as a vital tool in keeping children safe.
2. On occasions there may be differences of opinion between professionals in response to a specific safeguarding matter, for example, from the view of the school, children's social care closing a case too early or removing a child from a child protection plan too soon.

### *Professional Differences and Concerns Protocol*

3. In such circumstances the Designated Safeguarding Lead will assess the impact of such a decision on the child(ren) and where concerns remain, the Designated Safeguarding Lead will engage the Managing Professional Difference protocol which can be found on the West Sussex Safeguarding Children Website, accessed here:

<http://www.westsussexscb.org.uk/professionals/concerns-at-work-2/resolving-professional-differences/>

4. As a Governing Body we will monitor the use of this protocol in keeping our children safe.

## 29 Adult Safeguarding Procedures

- All of the fundamental principles of safeguarding apply equally to adults as well as children. For example safer recruiting, recognising and responding to signs of abuse, referring when there are concerns and accurate record keeping, amongst many others, are all central to effective safeguarding practice.
- However, the referral route for concerns for those aged 18 and over is different.
- For education establishments who cater for young people aged 18 and above, or where any other school or college has concerns about a person aged 18 and over, the relevant local statutory guidance is contained within the Sussex Safeguarding Adult Procedures and can be found at:

<http://sussexsafeguardingadults.procedures.org.uk/>

- To discuss concerns relating to a person aged 18 and over please contact West Sussex Adult Social Care on 01243 642121.
- Referral to adults social care should be made using the Adult Social Care Referral Form on-line form <https://www.westsussex.gov.uk/social-care-and-health/social-care-support/adults/raise-a-concern-about-an-adult/>.



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## Appendices

### Annex 1 Statutory Guidance & Links

#### ***Children Act 1989***

Currently provides the legislative framework for child protection in England. Key principles established by the act include:

the paramount nature of the child's welfare

the expectations and requirements around duties of care to children.

<http://www.legislation.gov.uk/ukpga/1989/41/contents>

<https://www.gov.uk/government/publications/children-act-1989-court-orders--2>

#### ***The Children Act 2004***

Strengthens the 1989 Act. Encourages partnerships between agencies and creates more accountability. Part three of the Children Act 2004 applies solely to Wales.

creates the post of Children's Commissioner for England

places a duty on local authorities to appoint a director of children's services and an elected lead member for children's services, who is ultimately accountable for the delivery of services.

places a duty on local authorities and their partners (including the police, health service providers and the youth justice system) to co-operate in promoting the wellbeing of children and young people and to make arrangements to safeguard and promote the welfare of children

updates the legislation on physical punishment (section 58) by limiting the use of the defence of reasonable punishment so that it can no longer be used when people are charged with the offences against a child of wounding, actual or grievous bodily harm or cruelty. Therefore, any injury sustained by a child which is serious enough to warrant a charge of assault occasioning actual bodily harm cannot be considered to be as the result of reasonable punishment.

[http://www.legislation.gov.uk/ukpga/2004/31/pdfs/ukpga\\_20040031\\_en.pdf](http://www.legislation.gov.uk/ukpga/2004/31/pdfs/ukpga_20040031_en.pdf)

<http://www.workingwithkids.co.uk/childrens-act.html>

#### ***Education Act 2002***

Included a provision requiring school governing bodies, local education authorities and further education institutions to make arrangements to safeguard and promote the welfare of children.

<https://www.legislation.gov.uk/ukpga/2002/32/contents>



## Annex 1b Core Guidance Links & Key Contacts

Unless otherwise indicated all documents and guidance are stored at:

[Y:\School Level\Policies\Child Protection and Safeguarding - Statutory\Policy Specific Supporting Documents](#)

### ***Continuum of Need Thresholds (WSSCP)***

<https://www.westsussexscp.org.uk/professionals/working-together/west-sussex-continuum-of-need-threshold-guidance>

### ***Covid-19***

<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers>

### ***Confidential Reporting – Whistleblowing***

[Y:\School Level\Policies\Confidential Reporting](#)

West Sussex

[https://www.proceduresonline.com/westsussex/cs/p\\_whistleblowing.html#how-to-raise-concern](https://www.proceduresonline.com/westsussex/cs/p_whistleblowing.html#how-to-raise-concern)

NSPCC

<https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line/>

### ***Early Help – Integrated Front Door***

Contact Details

<https://www.westsussex.gov.uk/social-care-and-health/social-care-and-health-information-for-professionals/children/early-help/contact-details/>

Adur and Worthing

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

Tel: 01403 229900

Address

Centenary House

Durrington Lane

Durrington

BN13 2QB

Additional information

Opening times: Monday, Tuesday, Thursday and Friday, 9.30am-3.00pm

Early Help Services

<https://www.westsussex.gov.uk/social-care-and-health/social-care-and-health-information-for-professionals/children/early-help/early-help-services/>

### ***Information management***



## Chesswood Junior School Child Protection and Safeguarding Policy



Information Management Toolkit For Schools

<https://irms.org.uk/page/SchoolsToolkit>

### **Keeping Children Safe in Education**

<https://www.gov.uk/government/publications/keeping-children-safe-in-education--2>

### **LADO - Local Authority Designated Officer**

WSCC LADO information pack

<https://www.westsussexscp.org.uk/wp-content/uploads/LADO-Information-Pack-27.4.20.pdf>

LADO Contact Details

The LADO's for West Sussex area:

- Miriam WILLIAMS
- Donna TOMLINSON

Assistant LADO:

- Sally ARBUCKLE

LADO should be contacted either by email: [LADO@westsussex.gov.uk](mailto:LADO@westsussex.gov.uk) or by phone, LADO Consultation Contact No. 0330 222 6450 (Mon – Fri 9.00am – 5.00pm)

### **Integrated Front Door (Formerly MASH)**

Tel: 01403 229900

(Out of Hours – contact 01403 229900 where you will be directed to the current out of hours service)

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

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

Adults - <https://www.westsussex.gov.uk/raiseaconcernaboutanadult>

Children's - [www.westsussex.gov.uk/Raiseaconcernaboutachild](https://www.westsussex.gov.uk/Raiseaconcernaboutachild)

### **Safeguarding in Education Team**

TELEPHONE 03302 224030

[Safeguarding.Education@westsussex.gov.uk](mailto:Safeguarding.Education@westsussex.gov.uk)

### **Ofsted**

Education Inspection framework <https://www.gov.uk/government/publications/education-inspection-framework>

Inspecting safeguarding in early years, education and skills guidance from September 2019,

<https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills>

### **Pan Sussex Child Protection procedures**

<https://www.westsussexscp.org.uk/>

<https://sussexchildprotection.procedures.org.uk/page/contents>

### **Self and Peer Assessment**



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NSPCC <https://www.nspcc.org.uk/services-and-resources/working-with-schools/esat/>  
West Sussex Service for Schools – Safeguarding in Education Section  
<http://schools.westsussex.gov.uk/>

***Working Together to Safeguard Children (2018)***

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

**Annex 1C General Guidance Links**

***Adult Safeguarding***

Sussex Safeguarding Adult Procedures and can be found at:

<http://sussexsafeguardingadults.procedures.org.uk/>

Connect to support

<https://www.westsussexconnecttosupport.org/s4s/>

Adult Social Care Referral Form

<https://www.westsussex.gov.uk/social-care-and-health/social-care-support/adults/raise-a-concern-about-an-adult/>

***Allegations against staff***

GOV.UK

Teacher Misconduct

<https://www.gov.uk/guidance/teacher-misconduct-referring-a-case>

Barring Referral

<https://www.gov.uk/guidance/making-barring-referrals-to-the-dbs>

Dealing with Allegations of Abuse against Teachers and Other Staff (2012)

<https://www.gov.uk/government/publications/allegations-of-abuse-against-teachers-and-non-teaching-staff>

West Sussex – Allegations Procedures

<https://sussexchildprotection.procedures.org.uk/kyphy/children-in-specific-circumstances/allegations-against-people-who-work-with-care-for-or-volunteer-with-children>

Disqualification by association

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/719794/Disqualification under the childcare act July2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719794/Disqualification_under_the_childcare_act_July2018.pdf)

***Attendance & Children Missing in Education***

Statutory Guidance

School Attendance - <https://www.gov.uk/government/publications/school-attendance>

Children Missing in education

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550416/Children\\_Missing](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing)



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### [Education - statutory guidance.pdf](#)

West Sussex Procedures

School Absence <https://www.westsussex.gov.uk/education-children-and-families/schools-and-colleges/school-attendance-and-behaviour/school-absences/>

Children Missing in Education

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

CME and Removal from roll policy [https://www.westsussex.gov.uk/media/12459/cme\\_policy.pdf](https://www.westsussex.gov.uk/media/12459/cme_policy.pdf)

### **Bullying**

DFE Preventing and tackling bullying

Cyber bullying: advice for headteachers and school staff

Advice for parents and carers on cyber bullying

<https://www.gov.uk/government/publications/preventing-and-tackling-bullying>

Your space – West Sussex

<https://www.westsussex.gov.uk/education-children-and-families/your-space/support/personal-safety/bullying/>

### ***Children at greater risk of harm – Children in Need and Children needing protection***

Children in need Review

<https://www.gov.uk/government/publications/review-of-children-in-need/review-of-children-in-need>

Children in Need Review: Help Protection and Education

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/809236/190614\\_CHILDREN\\_IN\\_NEED\\_PUBLICATION\\_FINAL.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/809236/190614_CHILDREN_IN_NEED_PUBLICATION_FINAL.pdf)

Improving Educational Outcomes

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/762826/Children\\_in\\_Need\\_of\\_help\\_and\\_protection-Interim\\_findings.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/762826/Children_in_Need_of_help_and_protection-Interim_findings.pdf)

### ***Children in the court system or with a parent in prison***

Young witness booklet 5-11

<https://www.gov.uk/government/publications/young-witness-booklet-for-5-to-11-year-olds>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/708114/ywp-5-11-eng.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/708114/ywp-5-11-eng.pdf)

12-17

<https://www.gov.uk/government/publications/young-witness-booklet-for-12-to-17-year-olds>

Family Court guidance – get help with child arrangements

<https://helpwithchildarrangements.service.justice.gov.uk/>

Family member in Prison

<https://www.nicco.org.uk/>



## **Children Looked After and Fostering**

GOV.UK Designated Teacher

<https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

Leaving Care

<https://www.westsussex.gov.uk/education-children-and-families/your-space/life/leaving-care-local-offer/>

Children Act 1989 – Guidance on private fostering

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/274414/Children\\_Act\\_1989\\_private\\_fostering.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/274414/Children_Act_1989_private_fostering.pdf)

Children living away from home – private fostering

<https://sussexchildprotection.procedures.org.uk/tklx/children-in-specific-circumstances/children-living-away-from-home-private-fostering/#s187>

Leaving Care

<https://www.westsussex.gov.uk/education-children-and-families/your-space/life/leaving-care/leaving-care-whos-there-to-help/>

## **Children Missing in Education**

Statutory Guidance <https://www.gov.uk/government/publications/children-missing-education>

West Sussex Guidance

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

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

## **Domestic Abuse**

Operation Encompass

<https://www.chesswood.w-sussex.sch.uk/page/?title=Operation+Encompass&pid=1298&action=saved>

<https://www.naht.org.uk/news-and-opinion/news/pupil-support-and-safeguarding-news/operation-encompass-teachers-national-helpline/>

NSPCC Lock Down and Domestic Abuse

<https://www.nspcc.org.uk/what-is-child-abuse/types-of-abuse/domestic-abuse/>

Refuge – Against Domestic Violence

<http://www.refuge.org.uk/get-help-now/support-for-women/what-about-my-children/>

Safe Lives – Young People and Domestic Abuse

<https://safelives.org.uk/knowledge-hub/spotlights/spotlight-3-young-people-and-domestic-abuse>

## **Exploitation – Criminal, sexual incl county lines**

School Web Page

<http://www.chesswood.w-sussex.sch.uk/page/?title=Child+Sexual+Exploitation&pid=303>

Child Sexual Exploitation





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<https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners>

Criminal Exploitation and County Lines

<https://www.gov.uk/government/publications/criminal-exploitation-of-children-and-vulnerable-adults-county-lines>

WSSCP

<https://www.westsussexscp.org.uk/professionals/child-exploitation-ce-including-child-sexual-exploitation-cse>

Contextual Safeguarding - Local Offer

[https://westsussex.local-offer.org/information\\_pages/599-contextual-safeguarding](https://westsussex.local-offer.org/information_pages/599-contextual-safeguarding)

Sexual Exploitation

YMCA Wise Project <https://www.ymcadlg.org/what-we-do/support-and-advice/wise/>

Barnardos <https://www.barnardos.org.uk/what-we-do/protecting-children/cse>

Safe Space Sussex [Safe Space](#)

Sussex Police [Scarlett's Story](#) [My New Friend](#)

### **Children Looked After and Fostering**

GOV.UK Designated Teacher

<https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children>

Leaving Care

<https://www.westsussex.gov.uk/education-children-and-families/your-space/life/leaving-care-local-offer/>

Children Act 1989

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/274414/Children\\_Act\\_1989\\_private\\_fostering.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/274414/Children_Act_1989_private_fostering.pdf)

Children living away from home – private fostering

<https://sussexchildprotection.procedures.org.uk/tklx/children-in-specific-circumstances/children-living-away-from-home-private-fostering/#s187>

### **Contextual Safeguarding**

Guidance

<https://contextualsafeguarding.org.uk/about/what-is-contextual-safeguarding>

### **Crimes committed on school premises – when to call the police**

The National Police Chiefs Council guidance

<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20police%20guidance%20for%20schools%20and%20colleges.pdf>

### **FGM – Female Genital Mutilation**

Home Office: Mandatory Reporting of FGM – procedure information

<https://www.gov.uk/government/publications/mandatory-reporting-of-female-genital-mutilation-procedural-information>



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FGM Mandatory Reporting Fact Sheet

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/496415/6\\_1639\\_HO\\_SP\\_FGM\\_mandatory\\_reporting\\_Fact\\_sheet\\_Web.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/496415/6_1639_HO_SP_FGM_mandatory_reporting_Fact_sheet_Web.pdf)

FGM Flowchart under 18s

<http://www.westsussexscb.org.uk/wp-content/uploads/FGM-Under-18-Flow-Chart-Final.docx>

NSPCC

<https://learning.nspcc.org.uk/child-abuse-and-neglect/fgm/>

**Forced marriage**

Statutory Guidance

<https://www.gov.uk/guidance/forced-marriage>

Multi Agency Guidance

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/322307/HMG\\_MULTI\\_AGENCY\\_PRACTICE\\_GUIDELINES\\_v1\\_180614\\_FINAL.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/322307/HMG_MULTI_AGENCY_PRACTICE_GUIDELINES_v1_180614_FINAL.pdf)

**Fabricated and induced illness (Perplexing Cases)**

Sussex Procedures

<https://sussexchildprotection.procedures.org.uk/tkso/children-in-specific-circumstances/fabricated-or-induced-illness>

**General Data Protection and Information Sharing**

HM Government - Information sharing Advice for practitioners providing safeguarding services to children, young people, parents and carers

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/721581/Information\\_sharing\\_advice\\_practitioners\\_safeguarding\\_services.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf)

Data Protection Tool Kit

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/747620/Data\\_Protection\\_Toolkit\\_for\\_Schools\\_OpenBeta.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/747620/Data_Protection_Toolkit_for_Schools_OpenBeta.pdf)

**‘Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings’**

<Y:\School Level\Policies\Child Protection and Safeguarding - Statutory\Supporting documents>

<http://webarchive.nationalarchives.gov.uk/20100202180143/http://www.dcsf.gov.uk/everychildmatters/resources-and-practice/IG00311/>

**Homelessness**

Reduction Bill – Fact sheets

<https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets>



## **Managing Professional Differences**

West Sussex procedures

<https://www.westsussexscp.org.uk/professionals/professional-disagreements-and-concerns>

## **Mental Health – emotional health and well being**

Tools support and advice <https://www.mentallyhealthyschools.org.uk/>

Text messaging 11-19

<https://www.sussexcommunity.nhs.uk/services/servicedetails.htm?directoryID=22988>

Youth Emotional Support

<https://www.westsussex.gov.uk/education-children-and-families/your-space/health/emotional-wellbeing-and-mental-health/youth-emotional-support-yes-service/>

West Sussex Nursing Service

<https://www.sussexcommunity.nhs.uk/downloads/services/west-sussex-school-nursing/west-sussex-school-nursing-leaflet.pdf>

West Sussex Community Mental Health Liaison Service

<https://www.sussexpartnership.nhs.uk/west-sussex-cmhl-service#:~:text=The%20new%20Community%20Mental%20Health,to%20moderate%20mental%20health%20conditions.>

GOV.UK Mental health and behaviour in schools

<https://www.gov.uk/government/publications/mental-health-and-behaviour-in-schools--2>

Public Health England – young peoples emotional health and well being

<https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing>

## **Neglect**

A day in my life templates - <https://www.westsussexscp.org.uk/neglect>

## **Online Safety Filtering and Monitoring**

Safeguarding and Remote Education

<https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19>

Appropriate filtering and monitoring - UK Safer Internet Centre

<https://www.saferinternet.org.uk/advice-centre/teachers-and-school-staff/appropriate-filtering-and-monitoring>

Teaching Online Safety In School

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/811796/Teaching\\_online\\_safety\\_in\\_school.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf)

Curriculum Support

<https://www.pshe-association.org.uk/>



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<https://beinternetlegends.withgoogle.com/>

Online safety review tool

<https://360safe.org.uk/>

Guidance for school governors

<https://www.gov.uk/government/publications/online-safety-in-schools-and-colleges-questions-from-the-governing-board>

NSPCC Learning

<https://learning.nspcc.org.uk/child-abuse-and-neglect/online-abuse/#heading-top>

NSPCC Share Aware

<https://www.nspcc.org.uk/preventing-abuse/keeping-children-safe/share-aware/>

Net Aware

<https://www.net-aware.org.uk/>

Prevent

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/prevent-duty-departmental-advice-v6.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)

### **Peer on peer abuse**

Children who harm other children

<http://sussexchildprotection.procedures.org.uk/tkly/children-in-specific-circumstances/children-who-harm-other-children>

<https://sussexchildprotection.procedures.org.uk/kyplx/children-in-specific-circumstances/children-who-harm-other-children>

### **Prevent & Channel**

Statutory Guidance

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

DFE Prevent duty advice

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/439598/prevent-duty-departmental-advice-v6.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/439598/prevent-duty-departmental-advice-v6.pdf)

Social Media – radicalisation

<https://www.gov.uk/government/publications/the-use-of-social-media-for-online-radicalisation>

Prevent and Channel Duty – A Toolkit for Schools

<http://www.westsussexscb.org.uk/wp-content/uploads/Prevent-and-Channel-Duty-A-Toolkit-for-Schools.docx>

Channel General Awareness e-learning package

[http://course.ncalt.com/Channel\\_General\\_Awareness/01/index.html](http://course.ncalt.com/Channel_General_Awareness/01/index.html)

WSSCP

<https://www.westsussexscp.org.uk/professionals/child-exploitation-ce-including-child-sexual->



[exploitation-cse/radicalisation/prevent-anti-terrorism-and-anti-radicalisation-of-vulnerable-people](#)

West Sussex Prevent and Channel Guidance

<https://schools.westsussex.gov.uk/Services/3601>

<https://www.westsussex.gov.uk/fire-emergencies-and-crime/preventing-extremism-and-radicalisation/>

Making a Channel Referral in West Sussex

<http://www.westsussexscb.org.uk/wp-content/uploads/Making-a-Channel-Referral-in-West-Sussex.docx>

Prevent Channel Referral Form

<http://www.westsussexscb.org.uk/wp-content/uploads/Prevent-Channel-Referral-Form.doc>

### **Professional Disagreements and Differences**

<https://www.westsussexscp.org.uk/professionals/professional-disagreements-and-concerns>

### **Regulated activity in relation to children: scope**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/550197/Regulated activity in relation to children.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550197/Regulated_activity_in_relation_to_children.pdf)

### **Relationship Sex Education – Statutory**

Statutory Guidance <https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

West Sussex E4S

<https://schools.westsussex.gov.uk/Article/72534>

PSHE Association

<https://www.pshe-association.org.uk/curriculum-and-resources>

Parent Zone Google - Internet Legends

[https://beinternetlegends.withgoogle.com/en\\_uk/toolkit](https://beinternetlegends.withgoogle.com/en_uk/toolkit)

Every Mind matters

<https://campaignresources.phe.gov.uk/schools/topics/mental-wellbeing/overview>

### **Self harm**

West Sussex Self harm Guidance

<https://schools.westsussex.gov.uk/Services/4720>

### **Sexting in schools and colleges**

<https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>

### **Sexual Violence and sexual harassment between children in schools and colleges 2018**



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<https://www.gov.uk/government/publications/sexual-violence-and-sexual-harassment-between-children-in-schools-and-colleges>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/719902/Sexual\\_violence\\_and\\_sexual\\_harassment\\_between\\_children\\_in\\_schools\\_and\\_colleges.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf)

West Sussex Safeguarding Enquiries

<https://schools.westsussex.gov.uk/Services/3591>

NHS Sussex – consultation, assessment and treatment service

<https://www.sussexpartnership.nhs.uk/CATS>

### ***Sharing nudes and semi-nudes: how to respond to an incident***

[https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-how-to-respond-to-an-incident-overview?utm\\_source=6%20April%202020%20C19&utm\\_medium=Daily%20Email%20C19&utm\\_campaign=DfE%20C19](https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-how-to-respond-to-an-incident-overview?utm_source=6%20April%202020%20C19&utm_medium=Daily%20Email%20C19&utm_campaign=DfE%20C19)

### ***Use of Reasonable Force***

DFE Advice

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/444051/Use\\_of\\_reasonable\\_force\\_advice\\_Reviewed\\_July\\_2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf)

### ***Youth Produced Sexual Imagery***

UK Council for Child Internet Safety (UKCCIS) <https://www.gov.uk/government/groups/uk-council-for-child-internet-safety-ukccis>





## **Annex 2 - KCSiE 2020 – Role of the DSL**

### **KCSiE 2021 - Annex C: Role of the designated safeguarding lead**

Governing bodies and proprietors should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead<sup>19</sup>. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description.

This person should have the appropriate status and authority within the school or college to carry out the duties of the post. The role of the designated safeguarding lead carries a significant level of responsibility, and they should be given the additional time, funding, training, resources and support they need to carry out the role effectively. Their additional responsibilities include providing advice and support to other staff on child welfare, safeguarding and child protection matters, taking part in strategy discussions and interagency meetings, and/or supporting other staff to do so, and to contributing to the assessment of children.

### **Deputy designated safeguarding leads**

It is a matter for individual schools and colleges as to whether they choose to have one or more deputy designated safeguarding leads. Any deputies should be trained to the same standard as the designated safeguarding lead and the role should be explicit in their job description. Whilst the activities of the designated safeguarding lead can be delegated to appropriately trained deputies, the ultimate lead responsibility for child protection, as set out above, remains with the designated safeguarding lead, this lead responsibility should not be delegated.

### **Availability**

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the 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. It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

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<sup>19</sup> When a school has a sole proprietor rather than a governing body, appropriate steps should be taken to ensure that the member of the senior leadership team who is appointed as designated safeguarding lead (DSL) is able to discharge that role with sufficient independence, particularly in relation to any allegations involving the proprietor or members of the proprietor's family. This may involve including in the appointment as DSL, written confirmation that part of the duties of the post involve contacting the Local Authority Designated Officer (LADO) on any matter that the DSL considers cannot be properly dealt with internally. Consideration could also be given to providing the DSL with access to external advice from an appropriate company or legal service.



## Manage referrals

The designated safeguarding lead is expected to refer cases:

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

NPCC - When to call the police should help understand when to consider calling the police and what to expect when working with the police<sup>20</sup>.

## Working with others

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff;
- act as a point of contact with the 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;
- as required, liaise with the "case manager" (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member;
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs coordinators (SENCOs), or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically;
- liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;

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<https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20the%20police%20guidance%20for%20schools%20and%20colleges.pdf>



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- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college<sup>21</sup>. This includes:
  - ensure that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
  - support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

#### Information sharing and managing the child protection file

The designated safeguarding lead is responsible for ensuring that child protection files are kept up to date.

Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child.

Records should include:

- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;

They should ensure the file is only accessed by those who need to see it and where the file or content within it is shared, this happens in line with information sharing advice as set out in Part one and Part two of this guidance.

Where children leave the school or college (including in year transfers) 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. This should be transferred separately from the main pupil file, ensuring

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<sup>21</sup> We recognise that in some settings there may be a different strategic lead for promoting the educational outcomes of children who have or have had a social worker, particularly in larger schools or colleges. Where this is the case, it is important that the DSL works closely with the lead to provide strategic oversight for the outcomes of these children and young people



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secure transit, and confirmation of receipt should be obtained.

Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in colleges, are aware as required.

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

### **Raising Awareness**

The designated safeguarding lead should:

- 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;
- ensure the school's or college's child protection policy is reviewed annually (as a minimum) and the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this;
- ensure the child protection policy is available publicly and parents are aware of the fact that referrals about suspected abuse or neglect may be made and the role of the school or college in this;
- link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements; and
- help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children who have or have had a social worker are experiencing with teachers and school and college leadership staff.

### **Training, knowledge and skills**

The designated safeguarding lead (and any deputies) should undergo training to provide them with the knowledge and skills required to carry out the role. This training should be updated at least every two years. The designated safeguarding lead should undertake Prevent awareness training. Training should provide designated safeguarding leads with a good understanding of their own role, how to identify, understand and respond to specific needs that can increase the vulnerability of children, as well as specific harms that can put children at risk, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:



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- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;<sup>22</sup>
- 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;
- understand the importance of the role the designated safeguarding lead has in providing information and support to children social care in order to safeguard and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes;
- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;<sup>23</sup>
- understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and,
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

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

### Providing support to staff

Training should support the designated safeguarding lead in developing expertise, so they can

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<sup>22</sup> Full details in Chapter one of [Working Together to Safeguard Children](#).

<sup>23</sup> Section 17(10) Children Act 1989: those unlikely to achieve a reasonable standard of health and development without local authority services, those whose health and development is likely to be significantly impaired without the provision of such services, or disabled children.



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support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

- ensure that staff are supported during the referrals processes; and
- support staff to consider how safeguarding, welfare and educational outcomes are linked, including to inform the provision of academic and pastoral support.

#### **Understanding the views of children**

It is important that children feel heard and understood. Therefore, designated safeguarding leads should be supported in developing knowledge and skills to:

- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, and in any measures the school or college may put in place to protect them; and
- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

#### **Holding and sharing information**

The critical importance of recording, holding, using and sharing information effectively is set out in Parts one, two and five of this document, and therefore the designated safeguarding lead should be equipped to:

- understand the importance of information sharing, both within the school and college, and with other schools and colleges on transfer including in-year and between primary and secondary education, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the UK General Data Protection Regulation (UK GDPR); and
- be able to keep detailed, accurate, secure written records of concerns and referrals and understand the purpose of this record-keeping.





## Annex 3 West Sussex Recommended Policies

The following policies support the safeguarding framework in our setting. This list is not a definitive list and should be tailored to reflect your individual setting.

Policy	In place Y / N
Staff Behaviour / Code of Conduct	Y
Confidential Reporting (whistle Blowing)	Y
Safer Recruitment	Y
Unexplained Absence / poor attendance	Y
Anti-bullying	Y
E-safety	
Equality / Anti-discrimination	Y
Use of physical intervention	
Meeting the needs of pupils with medical conditions – including intimate care (Statutory Guidance 2015)	Y
Providing First Aid	Y
Drug and substance misuse (DfE guidance 2012)	Y
Educational / Offsite / Residential	
Behaviour Management	Y
Health & Safety	Y
Extended Schools Activities	
Work Placements (DfE post 16 work experience guidance 2015)	
Use of Photography	
School Site Security	
School Lockdown	Y
Complaints	Y
Curriculum – PSHE education and Citizenship education, Relationships and Sex Education From 2020 RSHE / WSX Education for Safeguarding	Y
School Lettings Policy	Y
Use of Visitors	



## Annexe 4 - Children Missing In Education



### Children Missing Education

This policy and guidance is specifically for West Sussex schools and colleges and details how they must notify the Local Authority when they remove a child from the school roll at a non-standard transition point.

It also explains how schools and colleges must notify the Local Authority when adding a child to the school roll at non-standard transition points.

#### 1. Statutory Guidance

Several significant updates were made in 2016 – please click here for Children Missing Education [latest statutory guidance](#).

#### 2. The Nominated Person for WSCC

The nominated officer for Children Missing Education in West Sussex is Ellie Evans, Assistant Director for Compliance and Pupil Entitlement. 03302 223582 / [ellie.evans@westsussex.gov.uk](mailto:ellie.evans@westsussex.gov.uk)

#### 3. Overview

3.1 All children, regardless of their circumstances, are entitled to a full-time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of children of compulsory school age who are missing education (not on a school roll or in any other suitable provision) in their area.

3.2 Children missing education are children of compulsory school age who are not registered pupils at a school and are not receiving suitable education otherwise than at a school. Children missing education are at significant risk of underachieving, being victims of harm, exploitation or radicalisation, and becoming NEET (not in education, employment or training) later in life.

3.3 The law requires all schools to have an admission register and, except for schools where all pupils are boarders, an attendance register. All pupils must be placed on both registers.

3.4 This policy outlines what schools and colleges must do when they either remove a child from or add a child to, the school roll at non-standard transition points.

3.5 For those children who are removed from the school roll under one of the 15 specific criteria listed at **5** below, the school must notify the Local Authority using the process at **6** below as soon as possible.

3.6 The Local Authority Children Missing Education Team will then make enquiries and establish whether the child is in receipt of other suitable education provision or is to be regarded as a Child Missing Education.

3.7 Poor attendance or Children Missing Education: Children Missing Education specifically relates to children who are not on a school roll or receiving suitable education elsewhere. Schools and colleges must be very clear not to confuse this with children who may be missing out on education through either poor attendance or truanting. For poor attendance and truanting issues, contact should be made in the



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first instance with Pupil Entitlement Investigations: 0330 228200 / [educationwelfare.duty@westsussex.gov.uk](mailto:educationwelfare.duty@westsussex.gov.uk); or if the school and college consider the child with poor attendance or who is truanting to be at risk then contact should be made with IFD or for urgent cases, the police.

#### 4. Safeguarding

Information in this policy is intended to support normal school safeguarding practice. Schools MUST follow the normal route of contacting IFD on 01403 229900 where they have safeguarding concerns about any child. If those concerns are urgent, then schools should call the police.

#### 5. Removal from Roll at NON-STANDARD TRANSITION POINTS – when and how to notify the Local Authority

5.1 All schools (including academies, free schools and independent schools) must notify their Local Authority when they are about to remove a pupil's name from the school admission register under any of the fifteen grounds listed in the table below<sup>24</sup>.

Table of Grounds for Removal from school roll at non-standard transition point

1	8(1) (a) - where the pupil is registered at the school in accordance with the requirements of a school attendance order, that another school is substituted by the local authority for that named in the order or the order is revoked by the local authority on the ground that arrangements have been made for the child to receive efficient full-time education suitable to his/her age, ability and aptitude otherwise than at school.
2	8(1)(b) - except where it has been agreed by the proprietor that the pupil should be registered at more than one school, in a case not falling within sub-paragraph (a) or regulation 9, that s/he has been registered as a pupil at another school.
3	8(1)(c) - where a pupil is registered at more than one school, and in a case not falling within sub-paragraph (j) or (m) or regulation 9, that s/he has ceased to attend the school and the proprietor of any other school at which s/he is registered has given consent to the deletion.
4	8(1)(d) - in a case not falling within sub-paragraph (a) of this paragraph, that s/he has ceased to attend the school and the proprietor has received written notification from the parent that the pupil is receiving education otherwise than at school.
5	8(1)(e) - except in the case of a boarder, that s/he has ceased to attend the school and no longer ordinarily resides at a place which is a reasonable distance from the school at which s/he is registered
6	8(1)(f) - in the case of a pupil granted leave of absence in accordance with regulation 7(1A), that – (i) the pupil has failed to attend the school within the ten school days immediately following the expiry of the period for which such leave was granted; (ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and (iii) The proprietor and the local authority have failed, <b>after jointly making reasonable enquiries</b> , to ascertain where the pupil is. <b>Please note schools cannot unilaterally make the decision at point (iii). This MUST be done in consultation with the Local Authority Children Missing Education Team.</b>
7	8(1)(g) - that s/he is certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither s/he nor her/his parent has indicated to the school the intention to continue to attend the school after ceasing to be of compulsory school age.
8	8(1)(h) - that s/he has been continuously absent from the school for a period of not less than twenty school days and – (i) at no time was her/his absence during that period authorised by the proprietor in accordance with regulation 6(2); (ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and

<sup>24</sup> Section 8 The Education (Pupil Registration) (England) Regulations 2006.



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	(iii) The proprietor of the school and the local authority have failed, after <b>jointly making reasonable enquiries, to ascertain where the pupil is.</b> <b>Please note schools cannot unilaterally make the decision at point (iii). This MUST be done in consultation with the Local Authority Children Missing Education Team.</b>
9	8(1)(i) - that s/he is detained in pursuance of a final order made by a court or of an order of recall made by a court or the Secretary of State, that order being for a period of not less than four months, and the proprietor does not have reasonable grounds to believe that the pupil will return to the school at the end of that period
10	8(1) (j) - that the pupil has died.
11	8(1)(k) - that the pupil will cease to be of compulsory school age before the school next meets and— (i) the relevant person has indicated that the pupil will cease to attend the school; or (ii) The pupil does not meet the academic entry requirements for admission to the school's sixth form.
12	(1)(l) - in the case of a pupil at a school other than a maintained school, an Academy, a city technology college or a city college for the technology of the arts, that s/he has ceased to be a pupil of the school.
13	8(1)(m) - that s/he has been permanently excluded from the school.
14	8(1)(n) - where the pupil has been admitted to the school to receive nursery education, that s/he has not on completing such education transferred to a reception, or higher, class at the school.
15	8(1)(o) where— (iii) the pupil is a boarder at a maintained school or an Academy; (iv) charges for board and lodging are payable by the parent of the pupil; and (v) Those charges remain unpaid by the pupil's parent at the end of the school term to which they relate.

### Notifying the Local Authority when removing a child from roll at non-standard transition point

The Local Authority **must** be notified when a school is to delete a pupil from its register under any of the above circumstances. This should be done **as soon as** the grounds for deletion are met, but **no later than** deleting the pupil's name from the register. It is essential that schools comply with this duty so that local authorities can, as part of their statutory obligations, identify and track children missing education until they are back in school or receiving suitable education elsewhere.

When **schools or colleges** are removing a child from the school or college roll in the above circumstances, the Local Authority **MUST** be informed using the following on line form [WSCC RFR form](#).

The Local Authority will always welcome contact from schools and colleges with the Children Missing Education Team before a child is removed from roll.

### Notifying the Local Authority when on-rolling at non-standard transition point

**All schools** must notify the Local Authority **within five days** of adding a pupil's name to the admission register at a non-standard transition point. The notification must include all the details contained in the admission register for the new pupil. In such circumstances the Local Authority should be notified by completing the following [Form](#).

**Further advice:** The Nominated Contact for Children Missing Education in West Sussex is Sara Hughes, Senior Investigating Officer, Children Missing Education: 0330 2222059 / [sara.hughes@westsussex.gov.uk](mailto:sara.hughes@westsussex.gov.uk).



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## **ANNEX 5 – Attendance guidance august 2020**

### **Revised School Attendance Guidance August 2020**

We want to take this opportunity to highlight revisions in the Government guidance in regard to school attendance.

The revised guidance in full can be found [Here](#)

In addition, an addendum entitled 'recording attendance in relation to COVID-19 during the 2020 to 2021 academic year' was also published and can be found [Here](#)

#### **Key points:**

##### Attendance expectations

From the start of the autumn term 2020 pupil attendance will be mandatory and the usual rules on attendance will apply, including:

- parents' duty to ensure that their child of compulsory school age attends regularly at the school where the child is a registered pupil
- schools' responsibilities to record attendance and follow up absence
- the ability to issue sanctions, including fixed penalty notices, in line with local authorities' codes of conduct

The addendum gives clear guidance on where not attending in 'COVID-19 related circumstances' would apply.

These are:

- Pupils who are required to self-isolate as they, or a member of their household, has symptoms or confirmed COVID.
- Pupils who are required to self-isolate because they are a close contact of someone who has symptoms or confirmed COVID-19.
- Pupils who are required by legislation to self-isolate as part of a period of quarantine.
- Pupils who are clinically extremely vulnerable in any future local lockdown scenario only.

#### **Remote education**

If a pupil is not attending school due to circumstances related to COVID-19 as identified above, the DfE expect schools to immediately offer access to remote education. Schools should keep a record of, and monitor engagement with this activity, but this does not need to be tracked in the attendance register.

#### **Attendance codes**

From September, schools should return to using the attendance and absence codes in use before the outbreak (set out on page 9 of the [attendance guidance](#)).

An additional category of 'not attending in circumstances related to coronavirus (COVID-19)' has now been added.





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- pupils not attending a session who meet the criteria for 'not attending in circumstances related to COVID-19' should be recorded using **code X<sup>4</sup>**
- schools should continue to use code X for non-compulsory school aged pupils who are not expected to attend a session, as they did before the outbreak

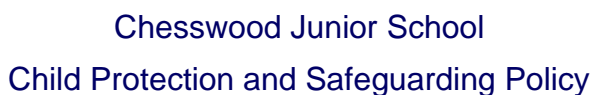
#### Transition and Expected Attendance

We would request that schools are particularly vigilant in regard to children who you were expecting to attend but may not. We are mindful that the normal transition preparations have been somewhat disrupted during the pandemic and therefore first day contact and follow up, as advised in the CME Guidance ([Here](#)) will be crucial to prevent children from falling out of education.

Should you have any further queries regarding school attendance, please contact Pupil Entitlement Investigation on;

Email - [PEI@westsussex.gov.uk](mailto:PEI@westsussex.gov.uk)

Tel - 0330 222 8200



## Use of Force Report

Where use of force (Teamteach) is used, the online form (record of restraint) must be completed

<https://www.chesswood.w-sussex.sch.uk/page/?title=Team+Teach+%2D+Record+of+Restraint&pid=1333>

## Annexe - Safeguarding Disclosure Report Form

Child/ren's Name/s:	Date/s of Birth:	Class
Date of disclosure:		
School Staff Currently Involved:		
Outside Agency Contact:		
Persons present:		
Details		
Reporting Person:	Signature:	
Skin Maps Attached: YES NO	Date report created:	

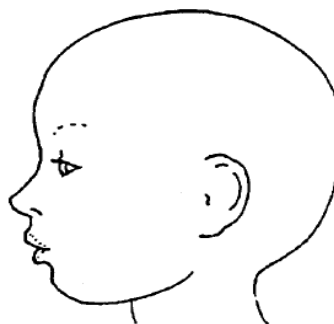
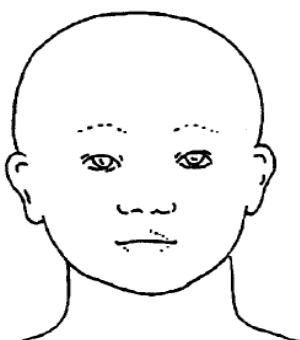
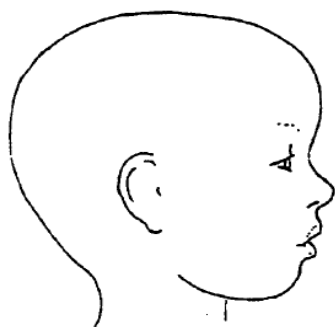
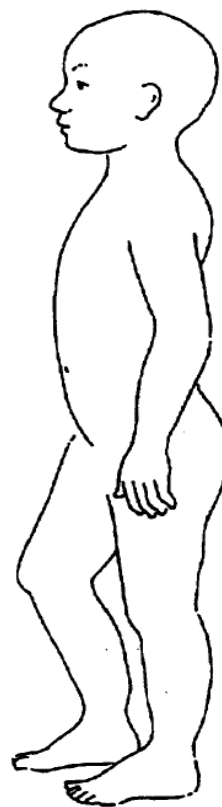
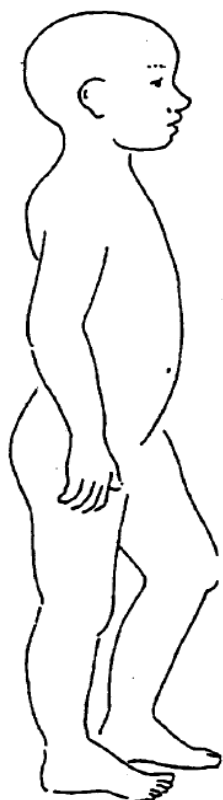


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Please print and sign this form - give to the Head Teacher Immediately, if electronic send to [cplo@chesswood.w-sussex.sch.uk](mailto:cplo@chesswood.w-sussex.sch.uk)

Name: ..... DoB: .....



Notes

Adult Name:

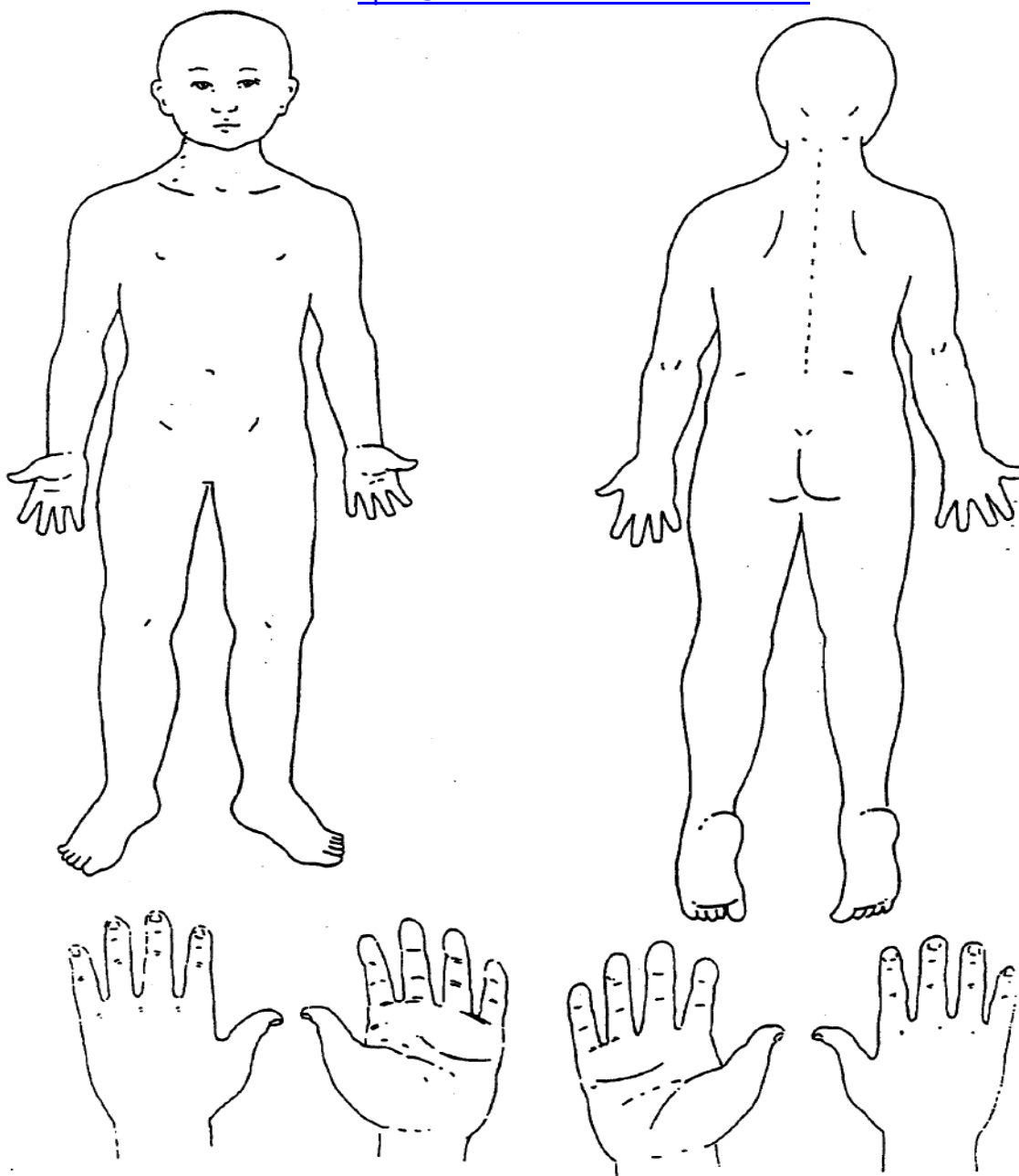
Date:



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Please print and sign this form - give to the Safeguarding manager Immediately, if electronic send to [cplo@chesswood.w-sussex.sch.uk](mailto:cplo@chesswood.w-sussex.sch.uk)



Notes	
Adult Name:	Date:

Please print and sign this form - give to the safeguarding manager Immediately, if electronic send to [cplo@chesswood.w-sussex.sch.uk](mailto:cplo@chesswood.w-sussex.sch.uk)



## Child Protection File Transfer Record

### ***PART 1 Transfer Record***

***To be completed by the establishment sending the files***

Name of child:	
DOB	
Establishment sending CP files	
Address of establishment	
Method of delivery	BY HAND    SECURE POST    ELECTRONICALLY
Date sent/ delivered.	
Name of DSL at sending establishment.	
Name of staff member <u>sending</u> CP file	
Name of staff member CP file <u>being sent to</u>	
Name of DSL at receiving establishment.	
SIGNATURE of person sending	

### **Transferring establishment:**

- Please ensure that the child protection file is passed to the Designated Safeguarding Lead at the receiving school using a secure method of delivery with Part 1 of this form completed.
- ALL CP files should be sent securely and separately from all other files being transferred.
- If a CP file contains active concerns regarding the pupil a conversation between DSL's at the sending and receiving establishments should also take place.



**PART 2: Receipt of CP file proforma**

**To be completed by receiving school or college**

Name of establishment receiving file	
Address	
Date received:	
Name of member of staff receiving file	
Signature of receipt of file	
Date of confirmation of receipt sent to previous establishment	
Signature of person sending confirmation of receipt	

**Receiving Establishment:**

- Part 2 should be completed and returned to the Designated Safeguarding Lead at the sending establishment as named in Part 1.
- You are advised to keep a copy for your own reference.
- If a CP file contains active concerns regarding the pupil, a conversation between DSL's at the sending and receiving establishments should also take place.





## **Annex 9 – KCSiE part five: sexual violence & sexual harassment**

### ***Part five: Child on Child Sexual Violence and Sexual Harassment***

267. This part of the guidance is about managing reports of child on child sexual violence and sexual harassment.

268. Governing bodies and proprietors should be aware that the department has published detailed advice to support schools and colleges. The advice is available here: Sexual Violence and Sexual Harassment Between Children in Schools and Colleges and includes, what sexual violence and sexual harassment look like, important context to be aware of, related legal responsibilities for schools and colleges and advice on a whole school or college approach to preventing child on child sexual violence and sexual harassment.

#### **Responding to reports of sexual violence and sexual harassment**

269. Reports of sexual violence and sexual harassment are likely to be complex and require difficult professional decisions to be made, often quickly and under pressure. Pre-planning, effective training and effective policies will provide schools and colleges with the foundation for a calm, considered and appropriate response to any reports.

270. This part of the guidance does not attempt to provide (nor would it be possible to provide) detailed guidance on what to do in any or every particular case. The guidance provides effective safeguarding practice and principles for schools and colleges to consider in their decision-making process.

271. Ultimately, any decisions are for the school or college to make on a case-by-case basis, with the Designated Safeguarding Lead (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required.

272. There is support available for schools and colleges. Paragraph 43 and Annex A in the Sexual Violence and Sexual Harassment Between Children in Schools and Colleges advice provides information and links to resources.

#### **The immediate response to a report**

##### **Responding to the report**

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

274. As per Part one of this guidance, all staff should be trained to manage a report. Local policies (and training) will dictate exactly how reports should be managed. However, effective safeguarding practice includes:

- not promising confidentiality at this initial stage as it is very likely a concern will have to be shared further (for example, with the Designated Safeguarding Lead or Children's Social Care) to discuss next steps. Staff should only share the report with those people who are necessary in order to progress it. It is important that the victim understands what the next steps will be and who the report will be passed to;
- recognising a child is likely to disclose to someone they trust: this could be anyone on the school or college staff. It is important that the person to whom the child discloses recognises that the child has placed them in a position of trust. They should be supportive and respectful of the child;



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- listening carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc;
- considering the best way to make a record of the report. Best practice is to wait until the end of the report and immediately write up a thorough summary. This allows the staff member to devote their full attention to the child and to listen to what they are saying. It may be appropriate to make notes during the report (especially if a second member of staff is present). However, if making notes, staff should be conscious of the need to remain engaged with the child and not appear distracted by the note taking. Either way, it is essential a written record is made;
- only recording the facts as the child presents them. The notes should not reflect the personal opinion of the note taker. Schools and colleges should be aware that notes of such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation;
- where the report includes an online element, being aware of searching, screening and confiscation advice (for schools) and UKCCIS sexting advice (for schools and colleges). The key consideration is for staff not to view or forward illegal images of a child. The highlighted advice provides more details on what to do when viewing an image is unavoidable.
- if possible, managing reports with two members of staff present, (preferably one of them being the Designated Safeguarding Lead or a deputy). However, this might not always be possible; and
- informing the Designated Safeguarding Lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.

#### **Risk Assessment**

275. When there has been a report of sexual violence, the Designated Safeguarding Lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim, especially their protection and support;
- the alleged perpetrator; and
- all the other children (and, if appropriate, adult students and staff) at the school or college, especially any actions that are appropriate to protect them.

276. Risk assessments should be recorded (written or electronic) and should be kept under review. At all times, the school or college should be actively considering the risks posed to all their pupils and students and putting adequate measures in place to protect them and keep them safe.

277. The Designated Safeguarding Lead (or a deputy) should ensure they are engaging with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required.

The risk assessment at Paragraph 275 is not intended to replace the detailed assessments of expert professionals. Any such professional assessments should be used to inform the school's or college's approach to supporting and protecting their pupils and students and updating their own risk assessment.

#### **Action following a report of sexual violence and/or sexual harassment**

What to consider:

278. Schools and colleges should carefully consider any report of sexual violence and/or sexual harassment. The designated safeguarding lead (or deputy) is likely to have a complete safeguarding



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picture and be the most appropriate person to advise on the school's or college's initial response. 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;
- the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- the ages of the children involved;
- the developmental stages of the children involved;
- any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse;
- are there ongoing risks to the victim, other children, adult students or school or college staff; and
- other related issues and wider context as discussed at paragraph 21.

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

280. The starting point regarding any report should always be that sexual violence and sexual harassment is not acceptable and will not be tolerated. Especially important is not to pass off any sexual violence or sexual harassment as 'banter', 'part of growing up' or 'having a laugh'.

#### **Children sharing a classroom: Initial considerations when the report is made**

Any report of sexual violence is likely to be traumatic for the victim. However, reports of rape and assault by penetration are likely to be especially difficult regarding the victim and close proximity with the alleged perpetrator is likely to be especially distressing. Whilst the school or college establishes the facts of the case and starts the process of liaising with children's social care and the police, the alleged perpetrator should be removed from any classes they share with the victim.

The school or college should also consider how best to keep the victim and alleged perpetrator a reasonable distance apart on school or college premises and on transport to and from the school or college, where appropriate. These actions are in the best interests of both children and should not be perceived to be a judgment on the guilt of the alleged perpetrator.

For other reports of sexual violence and sexual harassment, the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing school or college premises and school or college transport, should be considered immediately.

In all cases, the initial report should be carefully evaluated, reflecting the considerations set out at Paragraph 278. The wishes of the victim, the nature of the allegations and the protection of all children in the school or college will be especially important when considering any immediate actions.

#### **Options to manage the report**

281. It is important that schools and colleges consider every report on a case-by-case basis as per paragraph 278. When to inform the alleged perpetrator will be a decision that should be carefully considered. Where a report is going to be made to children's social care and/or the police, then, as a general rule, the school or college should speak to the relevant agency and discuss next steps and how the alleged perpetrator will be informed of the allegations. However, as per general safeguarding



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principles, this does not and should not stop the school or college taking immediate action to safeguard their children, where required.

There are four likely scenarios for schools and colleges to consider when managing any reports of sexual violence and/or sexual harassment.

#### 1. Manage internally

- In some cases of sexual harassment, for example, one-off incidents, the school or college may take the view that the children concerned are not in need of early help or statutory intervention and that it would be appropriate to handle the incident internally, perhaps through utilising their behaviour policy and by providing pastoral support.

- Whatever the school's or college's response, it should be underpinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.

- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

2. Early help• In line with 1 above, the school or college may decide that the children involved do not require statutory interventions but may benefit from early help. Early help means providing support as soon as a problem emerges, at any point in a child's life. Providing early help is more effective in promoting the welfare of children than reacting later. Early help can be particularly useful to address non-violent harmful sexual behaviour and may prevent escalation of sexual violence.

- Full details of the early help process are in Chapter one of Working Together to Safeguard Children.

- Multi-agency early help will work best when placed alongside strong school or college policies, preventative education and engagement with parents and carers.

- Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.

- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

#### 1. Referrals to children's social care

- Where a child has been harmed, is at risk of harm, or is in immediate danger, schools and colleges should make a referral to local children's social care.

- At the referral to children's social care stage, schools and colleges will generally inform parents or carers, unless there are compelling reasons not to (if informing a parent or carer is going to put the child at additional risk). Any such decision should be made with the support of children's social care.

- If a referral is made, children's social care will then make enquiries to determine whether any of the children involved are in need of protection or other services.

- Where statutory assessments are appropriate, the school or college (especially the Designated Safeguarding Lead or a deputy) should be working alongside, and cooperating with, the relevant lead social worker. Collaborative working will help ensure the best possible package of coordinated support is implemented for the victim and, where appropriate, the alleged perpetrator and any other children that require support.

- Schools and colleges should not wait for the outcome (or even the start) of a children's social care investigation before protecting the victim and other children in the school or college. It will be important for the Designated Safeguarding Lead (or a deputy) to work closely with children's social



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care (and other agencies as required) to ensure any actions the school or college takes do not jeopardise a statutory investigation. The risk assessment as per paragraph 275 will help inform any decision. Consideration of safeguarding the victim, alleged perpetrator, any other children directly involved in the safeguarding report and all children at the school or college should be immediate.

- In some cases, children's social care will review the evidence and decide a statutory intervention is not appropriate. The school or college (generally led by the designated safeguarding lead or a deputy) should be prepared to refer again if they believe the child remains in immediate danger or at risk of harm. If a statutory assessment is not appropriate, the Designated Safeguarding Lead (or a deputy) should consider other support mechanisms such as early help, specialist support and pastoral support.
- Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).

#### 4. Reporting to the Police

- Any report to the police will generally be in parallel with a referral to children's social care (as above).
- It is important that the Designated Safeguarding Lead (and their deputies) are clear about the local process for referrals and follow that process.
- Where a report of rape, assault by penetration or sexual assault is made, the starting point is this should be passed on to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of reporting to the police remains. The police will take a welfare, rather than a criminal justice, approach.
- At this stage, schools and colleges will generally inform parents or carers unless there are compelling reasons not to, for example, if informing a parent or carer is likely to put a child at additional risk. In circumstances where parents or carers have not been informed, it will be especially important that the school or college is supporting the child in any decision they take. This should be with the support of children's social care and any appropriate specialist agencies.
- Where a report has been made to the police, the school or college should consult the police and agree what information can be disclosed to staff and others, in particular, the alleged perpetrator and their parents or carers. They should also discuss the best way to protect the victim and their anonymity.
- All police forces in England have specialist units that investigate child abuse. The names and structures of these units are matters for local forces. It will be important that the Designated Safeguarding Lead (and their deputies) are aware of their local arrangements.
- In some cases, it may become clear very quickly, that the police (for whatever reason) will not take further action. In such circumstances, it is important that the school or college continue to engage with specialist support for the victim as required.
- Whatever the response, it should be under-pinned by the principle that sexual violence and sexual harassment is never acceptable and will not be tolerated.
- All concerns, discussions, decisions and reasons for decisions should be recorded (written or electronic).



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#### Considering bail conditions

- From April 2017, the use of police bail has been dramatically reduced and will only be used when deemed necessary and proportionate in exceptional circumstances. Consideration will be given to less invasive options to safeguard victims and witnesses and the administration of justice. Therefore, it is less likely that a child attending school or college will be on police bail with conditions attached if there are alternative measures to mitigate any risk.
- In the absence of bail conditions, when there is a criminal investigation, early engagement and joined up working between the school or college, children's social care and the police will be critical to support the victim, alleged perpetrator and other children involved (especially potential witnesses). Where required, advice from the police should be sought in order to help the school or college manage their safeguarding responsibilities.
- The term 'Released Under Investigation' or 'RUI' will replace those previously on bail for offences in circumstances that do not warrant the application of bail to either re-attend on a particular date or to include conditions preventing activity or in some cases ensuring compliance with an administrative process.
- Where bail is deemed proportionate and necessary, the school or college should work with children's social care and the police to manage any implications and safeguard their children. An important consideration will be to ensure that the victim can continue in their normal routine, including continuing to receive a suitable education.

#### Managing any delays in the criminal process

- There may be delays in any case that is being progressed through the criminal justice system. Schools and colleges should not wait for the outcome (or even the start) of a police investigation before protecting the victim, alleged perpetrator and other children in the school or college. The risk assessment as per paragraph 275 will help inform any decision.
- Whilst protecting children and/or taking any disciplinary measures against the alleged perpetrator, it will be important for the designated safeguarding lead (or a deputy) to work closely with the police (and other agencies as required), to ensure any actions the school or college take do not jeopardise the police investigation.
- If schools or colleges have questions about the investigation, they should ask the police. The police will help and support the school or college as much as they can (within the constraints of any legal restrictions).

#### The end of the criminal process

- If a child is convicted or receives a caution for a sexual offence, the school or college should update its risk assessment, ensure relevant protections are in place for all the children at the school or college and, if it has not already, consider any suitable action in light of their behaviour policy. If the perpetrator remains in the same school or college as the victim, the school or college should be very clear as to their expectations regarding the perpetrator now they have been convicted or cautioned. This could include expectations regarding their behaviour and any restrictions the school or college thinks are reasonable and proportionate with regard to the perpetrator's timetable.
- Any conviction (even with legal anonymity reporting restrictions) is potentially going to generate interest among other pupils or students in the school or college. It will be important that the school or college ensure both the victim and alleged perpetrator remain protected, especially from any bullying or harassment (including online).





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- Where cases are classified as “no further action” (NFA’d) by the police or Crown Prosecution Service, or where there is a not guilty verdict, the school or college should continue to offer support to the victim and the alleged perpetrator for as long as is necessary. A not guilty verdict or a decision not to progress with their case will likely be traumatic for the victim. The fact that an allegation cannot be substantiated does not necessarily mean that it was unfounded. Schools and colleges should discuss any decisions with the victim in this light and continue to offer support. The alleged perpetrator is also likely to require ongoing support for what will have likely been a difficult experience.

#### Ongoing response

Safeguarding and supporting the victim –

282. The following principles are based on effective safeguarding practice and should help shape any decisions regarding safeguarding and supporting the victim.

- Consider the age and the developmental stage of the victim, the nature of the allegations and the potential risk of further abuse. Schools and colleges should be aware that, by the very nature of sexual violence and sexual harassment, a power imbalance is likely to have been created between the victim and alleged perpetrator.
- The needs and wishes of the victim should be paramount (along with protecting the child) in any response. It is important they feel in as much control of the process as is reasonably possible. Wherever possible, the victim, if they wish, should be able to continue in their normal routine. Overall, the priority should be to make the victim’s daily experience as normal as possible, so that the school or college is a safe space for them.
- The victim should never be made to feel they are the problem for making a report or made to feel ashamed for making a report.
- Consider the proportionality of the response. Support should be tailored on a case-by-case basis. The support required regarding a one-off incident of sexualised name-calling is likely to be vastly different from that for a report of rape. Support can include:

Children and Young People’s Independent Sexual Violence Advisors (ChISVAs) provide emotional and practical support for victims of sexual violence. They are based within the specialist sexual violence sector and will help the victim understand what their options are and how the criminal justice process works if they have reported or are considering reporting to the police. ChISVAs will work in partnership with schools and colleges to ensure the best possible outcomes for the victim.

Police and social care agencies can signpost to ChISVA services (where available) or referrals can be made directly to the ChISVA service by the young person or school or college. Contact details for ChISVAs can be found at Rape Crisis and The Survivors Trust.

Child and adolescent mental health services (CAMHS)

Rape Crisis Centre's can provide therapeutic support for children who have experienced sexual violence.

Internet Watch Foundation (to potentially remove illegal images).

283. Victims may not disclose the whole picture immediately. They may be more comfortable providing information on a piecemeal basis. It is essential that dialogue is kept open and encouraged. When it is clear that ongoing support will be required, schools and colleges should ask the victim if they would find it helpful to have a designated trusted adult (for example, their form tutor or designated safeguarding lead) to talk to about their needs. The choice of any such adult should be the victims. Schools and colleges should respect and support this choice.



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284. A victim of sexual violence is likely to be traumatised and, in some cases, may struggle in a normal classroom environment. While schools and colleges should avoid any action that would have the effect of isolating the victim, in particular from supportive peer groups, there may be times when the victim finds it difficult to maintain a full-time timetable and may express a wish to withdraw from lessons and activities. This should be because the victim wants to, not because it makes it easier to manage the situation. If required, schools and colleges should provide a physical space for victims to withdraw.

285. It may be necessary for schools and colleges to maintain arrangements to protect and support the victim for a long time. Schools and colleges should be prepared for this and should work with children's social care and other agencies as required.

286. It is important that the school or college do everything they reasonably can to protect the victim from bullying and harassment as a result of any report they have made.

287. Whilst they should be given all the necessary support to remain in their school or college, if the trauma results in the victim being unable to do this, alternative provision or a move to another school or college should be considered to enable them to continue to receive suitable education. This should only be at the request of the victim (and following discussion with their parents or carers).

288. It is important that if the victim does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs. The Designated Safeguarding Lead should take responsibility to ensure this happens (and should discuss with the victim and, where appropriate their parents or carers as to the most suitable way of doing this) as well as transferring the child protection file.

#### **Ongoing Considerations: Victim and alleged perpetrator sharing classes**

Page 72 considered the immediate response to a report. Once the Designated Safeguarding Lead (or a deputy) has decided what the next steps will be in terms of progressing the report, they should consider again the question of the victim and alleged perpetrator sharing classes and sharing space at school or college. This will inevitably involve complex and difficult professional decisions, including considering their duty to safeguard children and their duty to educate them. It is important each report is considered on a case-by-case basis and risk assessments are updated as appropriate. As always when concerned about the welfare of a child, the best interests of the child should come first. In all cases, schools and colleges should follow general safeguarding principles as per this guidance.

Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator should be removed from any classes they share with the victim. The school or college should also consider how best to keep the victim and alleged perpetrator a reasonable distance apart on school or college premises and on transport to and from school or college where appropriate. This is in the best interests of both children and should not be perceived to be a judgement on the guilt of the alleged perpetrator. As per Paragraph 281, close liaison with the police is essential.

Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the school or college should take suitable action, if they have not already done so. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and lead to the view that allowing the perpetrator to remain in the same school or college would seriously harm the education or welfare of the victim (and potentially other pupils or students).

Where a criminal investigation into sexual assault leads to a conviction or caution, the school or college should, if it has not already, consider any suitable sanctions in light of their behaviour policy, including consideration of permanent exclusion.

Where the perpetrator is going to remain at the school or college, the principle would be to continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school and college premises and transport. The nature of the



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conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.

#### **In all cases, schools and colleges should record and be able to justify their decision-making.**

Reports of sexual assault and sexual harassment will, in some cases, not lead to a report to the police (for a variety of reasons). In some cases, rape, assault by penetration, sexual assault or sexual harassment are reported to the police and the case is not progressed or are reported to the police and ultimately result in a not guilty verdict. None of this means the offence did not happen or that the victim lied. The process will have affected both victim and alleged perpetrator. Appropriate support should be provided to both as required and consideration given to sharing classes and potential contact as required on a case-by-case basis. In all cases, schools and colleges should record and be able to justify their decision-making.

All of the above should be considered with the needs and wishes of the victim at the heart of the process (supported by parents and carers as required). Any arrangements should be kept under review.

#### **Safeguarding and supporting the alleged perpetrator**

289. The following principles are based on effective safeguarding practice and should help shape any decisions regarding safeguarding and supporting the alleged perpetrator:

- The school or college will have a difficult balancing act to consider. On one hand, they need to safeguard the victim (and the wider pupil/student body) and on the other hand provide the alleged perpetrator with an education, safeguarding support as appropriate and implement any disciplinary sanctions.
- Consider the age and the developmental stage of the alleged perpetrator and nature of the allegations. Any child will likely experience stress as a result of being the subject of allegations and/or negative reactions by their peers to the allegations against them.
- Consider the proportionality of the response. Support (and sanctions) should be considered on a case-by-case basis. An alleged perpetrator may potentially have unmet needs (in some cases these may be considerable) as well as potentially posing a risk of harm to other children. Harmful sexual behaviours in young children may be (and often are) a symptom of either their own abuse or exposure to abusive practices and or materials. Advice should be taken, as appropriate, from children's social care, specialist sexual violence services and the police.
- It is important that if the alleged perpetrator does move to another educational institution (for any reason), that the new educational institution is made aware of any ongoing support needs and where appropriate, potential risks to other children and staff. The Designated Safeguarding Lead should take responsibility to ensure this happens as well as transferring the child protection file. Information sharing advice referenced from paragraph 82-86 will help support this process.



## Annex 10: COVID 19 school closure arrangements for Safeguarding and Child Protection Policy

As pupils returned from lockdown (8<sup>th</sup> March 2021) the school has returned to the normal safeguarding protocols as outlined in this child protection and safeguarding policy.

However, consideration to some of the specific areas outlined in this annex for any children who do not return immediately, or who have returned but then need to isolate at home will remain.

From 5<sup>th</sup> January 2021 government guidance requires all schools to partially close for the period of interim COVID-19 arrangements.

On 7<sup>th</sup> January 2021 The Department for Education issued 'Restricting attendance during the national lockdown: schools. Guidance for all schools in England'.

Page 39 of that guidance indicates that schools and colleges should review their child protection policies to reflect the move to remote education for pupils who are not attending school.

This annex does not cover all the other areas in the 'Restricted Attendance guidance' for example, parents and carers who are critical workers, wearing of face coverings, or good respiratory hygiene.

This annex is supplementary guidance for the period of lockdown '3', January 2021 only. During this period Chesswood Junior School MUST CONTINUE to have regard for the statutory guidance Keeping Children Safe in Education 2020'

This annex of the Chesswood Junior School Safeguarding, and Child Protection policy will take effect from Tuesday 5<sup>th</sup> January 2021 and remain in place during this period of time and will be reviewed as government policy and guidance changes.

### Key Contacts

Key contacts remain the same – [See Section 1](#)

#### Additional school contacts regarding safeguarding and CP during school partial closure:

All contacts will remain contactable, even if they are working from home and are well enough to do so. In the highly unlikely event that all primary contacts – DSL, Safeguarding Manager and headteacher are not available, the following contacts should be used to support decision making.

Role	Name	Contact	Email
Assistant Head	Chris Yelling		<a href="mailto:cyelling@chesswood.w-sussex.sch.uk">cyelling@chesswood.w-sussex.sch.uk</a>
Y3 Lead	Nik Gilbert		<a href="mailto:ngilbert@chesswood.w-sussex.sch.uk">ngilbert@chesswood.w-sussex.sch.uk</a>
Y4 Lead	Zoe Monger		<a href="mailto:zmonger@chesswood.w-sussex.sch.uk">zmonger@chesswood.w-sussex.sch.uk</a>
Y5 Lead	Tim Hicks		<a href="mailto:thicks@chesswood.w-sussex.sch.uk">thicks@chesswood.w-sussex.sch.uk</a>
Y6 Lead	Jo Peace		<a href="mailto:jpeace@chesswood.w-sussex.sch.uk">jpeace@chesswood.w-sussex.sch.uk</a>
IFD can be used for advice by all staff		01403 229900 (Out of Hours – 01403 229900)	<a href="mailto:WSChildrenServices@westsussex.gov.uk">WSChildrenServices@westsussex.gov.uk</a>



## **Staff Resilience – School Safeguarding Team**

It is expected that our school will have a trained DSL (or deputy) available on site. However, it is recognised that on occasions there may be operational challenges to this. In such cases, for our school, a trained DSL (or deputy) from the school can be available to be contacted via phone or online video

Should we not have a DSL available on the telephone, the member of staff operationally in charge of the school at that time will be responsible for co-ordinating safeguarding on site – see table above. Where a DSL or deputy is not available, staff should contact Di South (Lyndhurst Infant School).

If we are aware we may face the possibility of not having a DSL available either on the school site, on the telephone, or from another school we will make immediate contact with the WSCC Safeguarding in Education Team on 0330 222 4030 or email [safeguarding.education@westsussex.gov.uk](mailto:safeguarding.education@westsussex.gov.uk) for advice and support.

## **Capacity of DSL team in our school**

Add in the arrangements for your school at this time

We will seek, at all times, during this period to have a DSL or deputy on site. If this is not possible, we will seek to ensure there is a DSL or deputy available to be contacted via phone. It is highly unlikely that we will not be able to provide these arrangements. (

Chesswood Junior school has a Designated Safeguarding Lead (DSL), a Deputy DSL and a safeguarding manager.

The Designated Safeguarding Lead is: Jeremy Himsworth

The Safeguarding Manager is: Sally Harvey

The Deputy Designated Safeguarding Lead is: Andrew Jolley

All regular duties of the Safeguarding and Child Protection team in our school will remain during this period of lockdown in order to protect all of children and young people, whether they are attending school or accessing learning remotely.

This will include:

- Managing concerns raised
- Updating and managing access to safeguarding and child protection records
- Undertaking risk assessments for all pupils as necessary
- Co-ordinating safeguarding provision and checks for all vulnerable pupils on and off site
- Liaising with children's social workers where they require access to children to carry out statutory assessments at the school or college and engaging with key safeguarding partners when requested, in an appropriate and safe manner.

## **Safeguarding Training and Induction**



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Keeping Children Safe in Education 2020 states:

72. The designated safeguarding lead and any deputies should undergo training to provide them with the knowledge and skills required to carry out the role. The training should be updated every two years.

73. In addition to their formal training as set out above, their knowledge and skills should be updated (for example via e-bulletins, meeting other designated safeguarding leads, or taking time to read and digest safeguarding developments), at regular intervals, and at least annually, to keep up with any developments relevant to their role.

#### DSL Training

Our school recognises both DSL induction and refresher courses have been made available by WSCC as on-line courses and which can only be booked via the Safeguarding in Education pages on the West Sussex Service for Schools Site. We will ensure all our DSLs are trained within their two-year cycle. (booked for DSL, Deputy & Safeguarding Manager)

Our school will also consider if we need to train additional DSLs to mitigate the risk of the majority of our DSL team being away from work and not contactable. (Booked for assistant head)

#### Continual Professional Development

We also recognise the Safeguarding in Education pages on West Sussex Service for Schools contain many resources for DSL continual professional development, including a digital library and other relevant information.

**The DSL training dates for our staff are:**

Name of staff member	Role in School	Type of training	Date of issue
Jez Himsworth	DSL	Refresher	
Sally Harvey	Safeguarding Manager	Refresher	
Andrew Jolley	DSL deputy	Refresher	
Chris Yelling	Assistant Headteacher		

#### Staff training

All existing school staff have had safeguarding training and have read part 1 of Keeping Children Safe in Education (2020). All staff are aware of WSCC procedures for referral and have access to key contacts to do this.

Any new staff, including volunteers, who join the school will receive full safeguarding training.

#### Raising a Safeguarding Concern

All staff will continue to follow the normal processes as outlined in our child protection and safeguarding policy for raising safeguarding concerns about any child or young person, whether they attend our school or receive education elsewhere.

#### Vulnerable children

The Department for Education have identified vulnerable children as those who:





1. are assessed as being in need under section 17 of the Children Act 1989, including children and young people who have a Child In Need plan, a Child Protection plan or who are a looked-after child
2. have an education, health and care (EHC) plan
3. have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance, this might include:
  - children and young people on the edge of receiving support from children's social care services or in the process of being referred to children's services
  - adopted children or children on a special guardianship order
  - those at risk of becoming NEET (not in employment, education or training)
  - those living in temporary accommodation
  - those who are young carers
  - those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study)
  - care leavers
  - others at the provider and local authority's discretion including pupils and students who need to attend to receive support or manage risks to their mental health

### Identifying our Vulnerable Children

Our school will use the above definitions to identify our vulnerable children. We will generate a confidential system, accessed only by those who need to know, so we can identify each vulnerable child and monitor attendance and other concerns.

We recognise in the DfE guidance that all schools and colleges are expected to allow and strongly encourage vulnerable children and young people to attend and that parents/carers of vulnerable children and young people are strongly encouraged to take up the place.

Our school will support this by:

Identifying all children who -	Lead
are assessed as being in need under section 17 of the Children Act 1989, including children who have a child in need plan, a child protection plan or who are a looked-after child	Jez Himsworth <ul style="list-style-type: none"> <li>• Sally Harvey (CP / CIN)</li> <li>• Sharon Main (LAC)</li> </ul>
have an education, health and care (EHC) plan	Ness Radcliffe
have been identified as otherwise vulnerable by educational providers or local authorities (including children's social care services), and who could therefore benefit from continued full-time attendance, this might include: <ol style="list-style-type: none"> <li>1. children and young people on the edge of receiving support from children's social care services or in the process of</li> </ol>	<ol style="list-style-type: none"> <li>1. Sally Harvey</li> <li>2. Sharon Main</li> <li>3. N/A</li> <li>4. Sally Harvey</li> <li>5. X</li> <li>6. Jez Himsworth &amp; LLT (see below)</li> </ol>



Chesswood Junior School  
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being referred to children's services 2. adopted children or children on a special guardianship order 3. those at risk of becoming NEET ('not in employment, education or training') 4. those living in temporary accommodation 5. those who are young carers 6. those who may have difficulty engaging with remote education at home (for example due to a lack of devices or quiet space to study) 7. care leavers	7. Sharon Main
others at the provider and local authority's discretion including pupils and students who need to attend to receive support or manage risks to their mental health	Pastoral Team SEN Team

- Identifying those who may have difficulty engaging with remote education
  - Those who request a home-learning hard copy pack receive a phone-call to assess their need. Where appropriate, help with accessing devices and/or internet access is provided by Ben Miller (IT Leader)
  - Using school data systems, identify
    - All children who 'Never' complete their homework (all invited)
    - Children who 'Rarely' complete homework – go through on a name by name basis with priority given to those who have an achievement hazard rating of 'Exceptionally High, Very High, High'
    - Any other child, raised by staff, will be considered but must have genuine reason (professional judgement – overseen by SLT)

**End of document**