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GROWING SUCCESS, ROOTED IN FAITH

St Wilfrid's Safeguarding and Child Protection Policy

This policy was adopted on: 7.9.20

The policy will next be reviewed on: 8.9.21

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1 KEY CONTACTS

Designated Safeguarding Lead in our school: Vicki Strange

Deputy Designated Safeguarding Lead(s):
Simon Hateley
Emma Russell

Safeguarding Governor in our school: Adam Waller

1.1 West Sussex Multi-Agency Safeguarding Hub (MASH):

Tel: 01403 229900
(Out of Hours – 0330 222 6664)

MASH@westsussex.gov.uk

1.2 Referrals to MASH

Referrals to MASH should be made on the following web-based forms which can be accessed here:
Adults - https://www.westsussex.gov.uk/raiseaconcernaboutanadult
Children's - www.westsussex.gov.uk/Raiseaconcernaboutachild
Referrals can also be made by telephone to 01403 229900

1.3 Local Authority Designated Officers (LADO):

The LADO's for West Sussex area:
- Miriam WILLIAMS
- Donna TOMLINSON

Assistant LADO:
- Sally ARBUCKLE

1.4 LADO Contact Details

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

1.5 Safeguarding in Education Team

TELEPHONE 03302 224030 Safeguarding.Education@westsussex.gov.uk

1.6 LIST OF HYPERLINKS

1.6 Hyperlinks

Annex 1 contains a full list of hyperlinks used in this policy.

2 INTRODUCTION

Safeguarding children and child protection applies to all children up to the age of 18.

Safeguarding is the action taken to promote the welfare of children and protect them from harm.

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.

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.

Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

The purpose of this policy is to inform staff[1], parents, volunteers and governors about St Wilfrid's CE Primary School's responsibilities for safeguarding children and to enable everyone to have a clear understanding of how these responsibilities should be carried out.

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.

All staff members believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

3 SAFEGUARDING CULTURE IN OUR SCHOOL / COLLEGE

3.1 Child Protection Statement

St Wilfrids CE Primary 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.

3.3 Our school will

1. Have safeguarding at the heart of everything we do.
2. Maximise opportunities to teach our children / young people how to keep safe both in the real and virtual world.
3. Support the child's development in ways that will foster security, confidence and independence;
4. Provide an environment in which children and young people feel safe, secure, valued, respected and confident.
5. Ensure that **ALL of our children / young people know a member of staff they can communicate with if they are worried about something.**
6. Where there is a safeguarding concern, governing bodies, proprietors and school or college 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,

[1] Wherever the word "staff" is used, it covers ALL staff on site, including ancillary and supply staff, and volunteers working with children

all systems and processes should operate with the best interests of the child at heart.

7. Make sure all our staff, including volunteers know how to contact child protection agencies should they need to.

8. Provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children;

9. Emphasise the need for good levels of communication between all members of staff and between the school and other agencies;

10. 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;

11. Develop and promote effective working relationships with other agencies, especially the Police and Children's Social Care, including Integrated Prevention & Early Help.

12. 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.

13. Have in place, other, up to date policies which support safeguarding. (Please see Annex 3 for a list of such policies.)

14. Make sure all staff are aware of the systems within school which support safeguarding. We will explain this on induction together by 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.

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

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

- vigilant: to have adults notice when things are troubling them
- understanding and actioned: to understand what is happening; to be heard and understood; and to have that understanding acted upon
- stable: to be able to develop an ongoing stable relationship of trust with those helping them
- respectful: to be treated with the expectation that they are competent rather than not
- informed and engaged: to be informed about and involved in procedures, decisions, concerns and plans
- explained: to be informed of the outcome of assessments and decisions and reasons when their views have not met with a positive response
- supported: to be provided with support in their own right as well as a member of their family
- advocated: to be provided with advocacy to assist them in putting forward their views
- protective: 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

Our school will act in accordance with the following;

4.1 Government legislation and guidance

- The Children Act 1989
- The Children Act 2004
- Education Act 2002
- Keeping Children Safe in Education (DfE September 2020) HERE
- Sexual Violence and sexual harassment between children in schools and colleges 2018: here
- Teaching online safety in school (DfE June 2019) here
- Working Together to Safeguard Children 2018: here
- Regulated Activity in relation to children: scope here
- The Education (Child Information) (England) Regulations 2005
- Prevent Duty for England and Wales (2015) under section 26 of the Counter-Terrorism and Security Act 2015
- Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015)
- Dealing with Allegations of Abuse against Teachers and Other Staff (2012)
- Children Missing Education Statutory guidance 2016
- West Sussex Safeguarding Children Partnership and Pan-Sussex safeguarding procedures West Sussex Safeguarding Children Partnership

4.2 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 HERE 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.

2. The Headteacher or Designated Safeguarding Lead 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 Social Care 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 MASH.

6. KCSiE 2020 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 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 3.4 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 any anything, whether in school, at home, or in general.

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 Designated Safeguarding Lead, 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.

10. Be aware of and follow the Sussex Child Protection & Safeguarding Procedures, produced by West Sussex, East Sussex, and Brighton & Hove. This will include the referral process.

11. Have ***read and understand Part 1 of Keeping Children Safe in Education September 2020*** and be alert to signs of abuse and know to whom they should report any concerns or suspicions.

12. Participate in safeguarding training as part of our induction process.

13. 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.

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 or Principal if they have concerns about another member of staff.

17. Immediately refer to the Chair of Governors and/or the Local Authority Designated Officer where the concerns are about the Headteacher or Principal.

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 2020, paragraph 61, makes clear that governing bodies and proprietors should have a senior board level or equivalent lead to take **leadership** responsibility for their schools or colleges safeguarding arrangements and to ensure there are appropriate policies and procedures relevant to their particular setting.

3. St Wilfrids CE Primary School is fully committed to this and will ensure all of our policies and practices enable our school/college to take action in a timely manner to

safeguard and promote the welfare of the children and young people attending our school.

The nominated Governors for Child Protection in this school are:

Name: Vicky Burstow / Margaret Gooch

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 always effective and comply with the law. This should include a Child Protection Policy which is reviewed at least annually and is made available publicly, either on-line or by other means.

2. A Staff Behaviour Policy (sometimes called a Code of Conduct) which should, amongst other things, include acceptable use of technologies staff/pupil relationships and communications including the use of social media

3. 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.

4. 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. [2] [3]

5. 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.

6. Ensuring we follow the correct procedures outlined in this policy when removing a pupil from roll, or adding a pupil to our roll, at non-standard transition points.[4][5]

6.6 Appointing a Designated Safeguarding Lead & 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

[2] DfE school attendance guidance can be found HERE
[3] WSCC school absence information can be found HERE
[4] DfE guidance Children Missing Education found HERE
[5] WSCC Children Missing Education and Removal from Roll Policy HERE

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 within the school are remedied without delay.[6]

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

6.8 Child Protection Records

Ensuring that child protection records 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 Four, Keeping Children Safe in Education – managing allegations made against teachers, other staff, including supply teachers and volunteers.

2. 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 or college is where the alleged abuse took place.

3. We are aware of our responsibilities in respect of supply teachers, as outlined in paragraph 214 – 217 of Keeping Children Safe in Education 2020.

4. 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.

5. We will ensure that there are procedures in place to effectively manage allegations against all staff members.

6. 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 2020.

7. 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:

   i. behaved in a way that has harmed a child, or may have harmed a child;
   ii. possibly committed a criminal offence against or related to a child;
   iii. behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; or
   iv. behaved or may have behaved in a way that indicates they may not be suitable to work with children.

[6] 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/

[7] WSCC Safeguarding in Education Team safeguaurdng.education@westssussex.gov.uk can provide further advice and assistance in these areas.

8. 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.

6.10 Other areas of note

1. Ensuring that we discharge our responsibilities as a Governing Body in respect of adhering to the reporting restrictions imposed by the Education Act 2002 where teachers are under investigation.

2. As a Governing Body we will also ensure parents and carers are aware of their responsibilities not to publish any information during such investigations as highlighted in paragraph 230 & 231 of Keeping Children Safe in Education 2020 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 the Governing Body, 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 of Keeping Children Safe in Education 2020 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[8] to keep children safe.

7. Ensuring that the school is contributing to inter-agency working, which includes engaging with our local Early Help hub in a coordinated manner to provide support to our children as soon as needs are identified.

8. Appointing a Designated Teacher for Children Looked After, 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 to safeguard against potentially harmful and inappropriate online material.

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. St Wilfrids 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

[8] Working Together to Safeguard Children 2018 – found HERE

including online, through teaching and learning opportunities and as part of providing a universal broad and balanced curriculum.

12. Training - Governors will ensure they and all school staff, including volunteers, 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 well ensure the school creates 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. St Wilfrids CE Primary School will follow the procedures set out in Part 3: Safer Recruitment. Keeping Children Safe in Education, September 2020. 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.

6.12 Single Central Record

1. We will ensure that our school maintains a single central record in line with Part 3, paragraphs 164 – 173 Keeping Children Safe in Education 2020.

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 NOT ALL RELEVANT CHECKS HAVE BEEN COMPLETED THEN THE PERSON WHOM THE CHECKS RELATE TO WILL NOT BE ALLOWED TO ENGAGE IN ANY REGUALTED ACTIVITY AT OUR SCHOOL/COLLEGE.

6.13 Disclosure and Barring Referrals

1. We recognise that our school/college has a legal duty in Making a barring referral to the DBS 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 2020.

2. A referral to the DBS must be made, if the criteria are met - see above and Part Four of KCSiE 2020.

3. We also recognise we must also consider whether a referral to the Secretary of State, through a referral to the Teacher Regulation Authority is 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 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 (found HERE) should it be necessary to escalate concerns to the safeguarding children partnership.

6.16 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[9] 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 partnership will support our children.

6.17 The Designated Safeguarding Lead (DSL)

In this school, any individual can contact the Designated Safeguarding Lead if they have concerns about a child.
The Designated Safeguarding Lead in this school is:

NAME:
Vicki Strange

The Deputy Safeguarding Lead in this school is:

NAME:
Simon Hateley
Emma Russell

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.

6.18 The Designated Safeguarding Lead will

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.

The Designated Safeguarding Leads and Deputies within our school will have the role explicitly stated in their job description.

The Safeguarding Lead will:

1. Assist the Governing Body in fulfilling their responsibilities under section 175 or 157 of the Education Act 2002.

[9] West Sussex Safeguarding Children Partnership – website found HERE

2. Attend initial training for their role and refresh this within two years.

3. Keep their knowledge and skills updated at least annually.

4. Ensure that all staff know who the Designated Safeguarding Lead is, their role and how to make contact.

5. 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 2020 and have a record of when this was done.

6. Our DSL will pay particular attention to training staff and volunteers who have been unable to attend whole-school safeguarding training days.

7. Ensure that new staff participate in safeguarding training as part of their induction.

8. Ensure that 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, including all senior leaders and Chairs of Governors/Safeguarding Governors, are kept fully aware of any significant changes or updates to local authority child protection and safeguarding procedures, as and when they occur.

9. 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. Found HERE

10. 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 and college leadership staff.

11. 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.

12. 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 educational setting.

13. 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.

14. 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.

6.19 The Designated Safeguarding Lead is expected to:

1. Refer cases of suspected abuse to the West Sussex MASH. Where a referral is made that notes are completed that same day.

2. Support staff who make referrals to Local Authority Children's Social Care.

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

4. Support staff who make referrals to the Channel programme.

5. Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required.

6. Refer cases where a crime may have been committed to the police, via the MASH as required.

7. 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.

8. As frequently as needed and at least monthly, liaise with the Headteacher or Principal 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.

9. 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).

10. Liaise with staff on matters (especially pastoral support staff, school nurses, IT Technicians, and SENDCOs, or the named person with oversight for SEND in a college and Senior Mental Health Leads) 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.

11. To retain oversight of all Early Help plans, and review level or any change in risk at regular intervals.

12. Act as a source of support, advice and expertise for staff.

6.20 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 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.

6.21 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.[10]

4. Maintaining a working knowledge of how West Sussex Local Authority 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 or college's child protection 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, they must be password protected from the child's other files and accessible only by the Headteacher/DSL and deputy DSLs.[11]

8. Supporting 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.

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 a Child 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 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.

[10] Early Help Hub contact details are found here
[11] See section 10 of this policy for more information on this area.

15. Monitor the use of personalised time timetables in accordance with the 'Part Time Timetable Guidance' issued by WSCC Pupil Entitlement Team.[12]

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, college 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, working with Governing Bodies or proprietors and utilising peer and other reviews / audits where appropriate, to ensure that procedures are updated, implemented and reviewed regularly.

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

7 REFFERING A CHILD TO MASH AND EARLY HELP

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

7.2 If a member of staff has concerns about a child;

1. The member of staff will report their concerns to the Designated Safeguarding Lead or in their absence, the Deputy Safeguarding Lead.

2. The Designated Safeguarding Lead will refer to the West Sussex Safeguarding Partnership Continuum of Need/Threshold Guidance[13] and decide whether the concerns should be referred to the Multi-Agency Safeguarding Hub (MASH). 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 MASH using the relevant online form, found here. Where concerns are urgent, complex or where it is unclear whether a referral should be made, the Designated Safeguarding Lead should contact the MASH by telephone for advice on 01403 229900, or out of hours on 0330 222 6664.

3. If it is decided to make a referral to the MASH this will be usually be discussed with the parents, unless to do so would place the child at further risk of harm or could impact on a police investigation (the MASH 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 MASH before INFORMING, the PARENT/CARER.

[12] For advice contact Pupil Entitlement on 03302 **228200**
[13] West Sussex Safeguarding Partnership Continuum of Need / Threshold Guidance found HERE

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 MASH 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 MASH along with 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 MASH and will clearly indicate what next steps the school is taking to resolve the disagreement.

7.3 Information Sharing

1. If in doubt whether to share information we will take advice from MASH. Further advice on the seven golden rules for sharing information for staff can be found in the following document, *Advice for practitioners providing safeguarding services to children, young people, parents and carers and guidance,* which can be accessed here.

2. 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.

3. Effective sharing of information is essential for early identification of need, assessment and service provision to keep children safe.

4. 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.

5. 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.

6. 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.

7. 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'.

8. We are aware of the Data protection toolkit for schools which we will use to assist in complying with GDPR.

7.4 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 MASH 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 MASH, the police or the NSPCC.

7.5 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 into anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
- is frequently missing/goes missing from care or from home or from school;
- 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.

7.6 Allocated Early Help Worker

All West Sussex schools and colleges have an allocated early help worker, available via the local Early Help hub - West Sussex Early Help Hubs

St Wilfrids CE Primary 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.

7.7 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 Early Help or MASH.
- Share information on the local menu of support for children, young people and families.

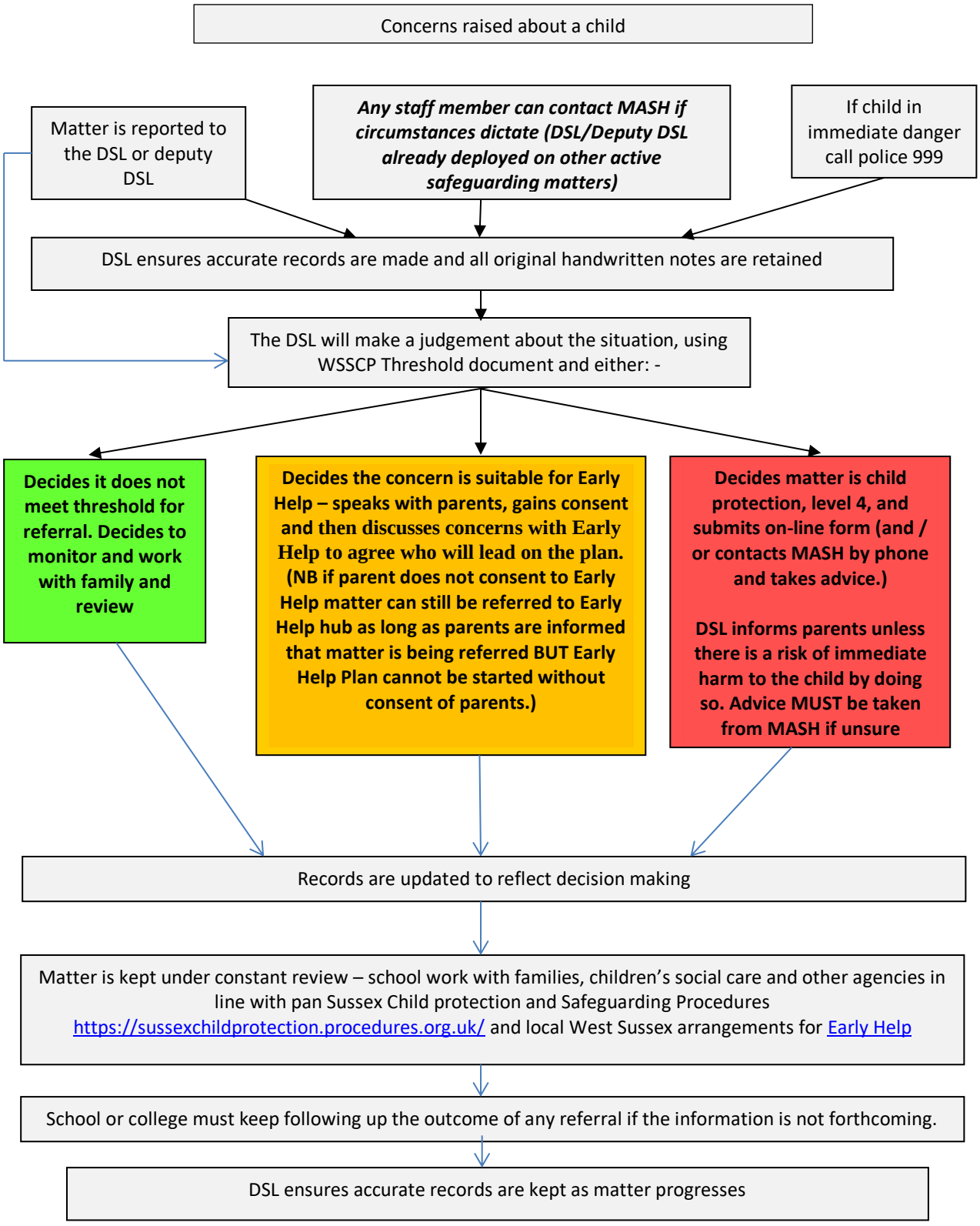
In our school the Designated Safeguarding Lead will have oversight of all children on Early Help Plans and will regularly review progress and any changes in risk.

7.8 West Sussex Safeguarding Children Partnership Continuum of Need

Our school will use the Threshold Guidance found here to inform our decision making and which referral pathway to take.

Referral Pathway:

7.9 Flowchart for child protection procedures for schools and colleges



8 LOCAL AUTHORITY DESIGNATED OFFICER (LADO)

8.1 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 or by phone, LADO Consultation Contact No. 0330 222 6450 (9.00am – 5.00pm)

8.2 West Sussex County Council Designated Officer Service: Guidance & Information

Full guidance, including the WSCC LADO information pack regarding the Designated Officer Service can be found on the West Sussex Safeguarding Children Partnership (WSSCP) [14]

8.3 If a member of staff has concerns about another staff member, including volunteers

1. This applies to any member of staff/volunteer whom the staff member has contact with in their personal, professional or community life.

2. An allegation is any information which indicates that a member of staff/volunteer may have:

   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.

3. If staff have concerns about another staff member, then this should be referred to the Headteacher or Principal.

4. If the allegation is against the Headteacher or Principal, then the referral should be made to the Chair of Governors, Chair of the Management Committee, or Proprietor of an independent school as appropriate. If for any reason this causes a delay, then the Local Authority Designated Officer (LADO) should be approached directly.

5. 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

[14] WSSCP can be found HERE

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.

8.4 School Complaints

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

8.5 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 should be signed, dated and immediately passed on to the Headteacher/Principal/Chair of Governors.

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 MASH.

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 **here** , must be followed on each occasion.

7. If there is any doubt, then advice must be taken from the LADO.

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

1. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's 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 always be taken from LADO.

8.7 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, Principal, Chair of Governors or with the LADO.

2. We will ensure staff should are aware of and know how to access West Sussex Confidential Reporting Policy, found HERE.

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

9 SPECIAL EDUCATIONAL NEEDS (SEN) & DISABILITIES

9.1 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 disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and

iv. Communication barriers and difficulties in overcoming these barriers.

9.2 SEN & D Support

To address these additional challenges, our schools will consider extra pastoral support for children with SEN and disabilities.

10 CHILDREN LOOKED AFTER / PREVIOUSLY LOOKED AFTER

1. As the Governing Body of this school we will ensure that staff have the skills, knowledge and understanding to keep Children Looked After safe.

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 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.

10.1 Designated Teacher for Looked After Children

1. We recognise that as a maintained school or academy, we must appoint a designated teacher for Children Looked After.

2. The designated teacher for looked after children in our school is Vicki Strange

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 .

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 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.

6. 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.

10.2 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.

11 CHILDREN POTENTIALLY AT GREATER RISK OF HARM -

11.1 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).

11.2 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 Vicki Strange 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.

12 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.

12.1 Our school/college has an Emotional Well-being Lead and that is Vicki Strange

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,
- Mental health and behaviour in schools, and
- Promoting children and young people's emotional health and wellbeing.

4. Our staff are aware of the West Sussex Community Mental Health Liaison Service CMHL 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

6. We are also aware of the resources available to our school from the Mentally Healthy Schools website.

12.2 Self-Harm Guidance for Schools

Managing self-harm guidance and tool kit for schools in West Sussex has recently been created with the latest information and resources to help recognise the signs, identify risks and access the support available.

We recognise that Self-Harm Guidance for schools is available to anyone working in education, to support staff when dealing with students who self-harm, or are at risk of intentionally harming themselves.

12.3 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.

12.4 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).

13 STATUTORY STATUS: RELATIONSHIP EDUCATION, RELATIONSHIP & SEX EDUCATION AND HEALTH EDUCATION

13.1 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. We will, as a Governing Body, consider what that means specifically for our school.

3. 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.

4. 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. 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 here.
   iii. The PSHE Association provides guidance to schools on developing their PSHE curriculum including online safety. It can be accessed here.
   iv. Parent Zone and Google have developed 'Be Internet Legends' - a free internet safety curriculum with PSHE accredited lesson plans and teaching resources for Key Stage 2 pupils. It can be accessed here.
   v. Rise Above - PSHE curriculum topics to Upper KS2, KS3 and KS4 pupils, with flexible lesson plans and ready-to-use PowerPoints co-created with teachers, and video content developed with 10 to 16-year-olds. It can be accessed Here.

14 CRIMES COMMITTED ON SCHOOL PREMISES – WHEN TO CALL THE 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.

14.1 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 - 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.

15 THE USE OF REASONABE 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 .

4. Our school has considered this issue and had adopted the following policies: Positive Handling policy (Team Teach Approach)

16 ON-LINE SAFETY

16.1 Our School

1. Our school/college 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.

2. The breadth of issues classified within online safety is considerable, but can be categorised into three areas of risk:

   i. **Content**: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;
   ii. **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
   iii. **Conduct**: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.

16.2 Opportunities to teach safeguarding

1. 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.

16.3 Filters, monitoring and protecting children

1. As a Governing Body we will do all we reasonably can to limit children's exposure to the above risks from the school's or college's IT system. As part of this process, we will ensure we have 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 and for our Prevent duties.

4. We recognise that it is essential that appropriate filters and monitoring systems are in place, we recognise that "over blocking" does not lead to unreasonable restrictions as to what children can be taught with regard to online teaching and safeguarding.

16.4 Mobile devices

Our school/college recognises that many children have unlimited and unrestricted access to the internet via 3G, 4G and in the future 5G, in particular and our school will carefully consider how this is managed on our premises.

16.5 Reviewing online safety

- Our Governing Body/Proprietor understands that technology in this area evolves and changes rapidly and we will therefore keep the matter under regular review.

16.6 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 and also the guidance issued by the Local Authority.

2. We recognise that there is a substantial amount of support available for remote education contained within Annex C of Keeping Children Safe in Education 2020, which we will review for suitability for our setting.

16.7 Staff Training

The Governors/Proprietors recognise the need for staff to undergo regularly updated safeguarding training and the requirement to ensure our children are taught about safeguarding, including online safety. 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.

17 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 using the following framework – found here.

2. We also recognise that inspectors will always report on whether arrangements for safeguarding children and learners are effective.

3. As a Governing Body we will ensure that we are familiar with the new inspection framework and inspecting safeguarding in early years, education and skills guidance from September 2019, found here and how we can use those documents to monitor the safeguarding framework in our school.

18 PRIVATE FOSTERING

1. Our school/college 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 here.

5. We will ensure the Pan-Sussex Child Protection and Safeguarding Procedures regarding private fostering that can be found here will be followed where private fostering is known or believed to be taking place.

19 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.

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 ability 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 cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child although it may occur alone.

Sexual Abuse:
Involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving 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.

19.1 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, handprints or a hairbrush
- 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.

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 surgery 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.

19.2 Recognising perplexing cases which may indicate a possibility of fabricated or Induced Illness (FFI)

1. 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.

2. 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 see Pan-Sussex Child Protection Procedures for further information **here**.

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

19.3 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 cyberbullying), 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
- 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 surgery 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.

19.4 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.

19.5 Neglect - Using the West Sussex Partnership Neglect Suite of Tools

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

2. These tools include A Day in My Life Templates to enable professionals to assess the needs of individual children. These tools are fundamental in hearing the child's voice when there are concerns.

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 caregivers)
- 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, 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 surgery 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
- 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.

19.6 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
- 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 surgery in parents and/or siblings of the family
- past history of childhood abuse, self-harm, or a culture of physical chastisement
- family member is a sex offender.

20 ADDITIONAL SPECIFIC SAFEGUARDING ISSUES

20.1 Children in the court system

20.2 Criminal Court

1. Our school will do all we can in supporting any of our children/young people who are required to attend court to give evidence in criminal court.

2. We recognise that this maybe because crimes were committed against them or for crimes they have witnessed. An age appropriate guide to support children 5-11-year olds, accessed here .

3. Our school/college will ensure our pupils have access to these booklets. 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.

20.3 Pre-trial therapy

Our school/college 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 here. In any such situation we will be guided by the police in respect of provision of any therapy before trial.

20.4 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/college will make this available as it may be useful for some parents and carers. It can be accessed here.

20.5 Children Missing Education – Also at Annex 4

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.

20.6

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

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 MASH.

7. If there are significant concerns, we will contact the police immediately.

20.7 Absence from School - Revised School Attendance Guidance August 2020

Our school will follow the revised Government Guidance regarding attendance, which is in place from August 2020.

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

The guidance also gives clear guidance on where not attending in Covid-19 related circumstances will apply.

Further advice and support can be found at **Annex 5** below and by contacting Pupil Entitlement Investigation on;

Email - PEI@westsussex.gov.uk

Tel - 0330 222 8200

20.8 Child Sexual Exploitation (CSE)

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

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

3. CSE can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year olds who can legally consent to have sex. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and may occur without the child or young person's immediate knowledge

(e.g. through others copying videos or images they have created and posted on social media).

4. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Some of the below can be indicators of CSE

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

5. Further guidance can be found West Sussex Safeguarding Partnership and Child sexual exploitation: definition and guide for practitioners.

6. Where there are concerns a child may be at risk of CSE, advice MUST be taken from MASH and a child exploitation risk assessment completed – found here.

7. Schools play a vital role in keeping children safe from CSE and often have more information than any other agency. Where schools have concerns, they must be persistent in referring those concerns, and escalate using the professional difference protocol if necessary.

20.9 Child Criminal Exploitation (CCE)

1. CCE is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial or other advantage of the perpetrator or facilitator and/or (c) through violence or the threat of violence. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

2. CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see page 85 for more information), forced to shoplift or pickpocket, or to threaten other young people.

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults;
- is typified by some form of power imbalance in favour of those perpetrating the exploitation.

- whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

3. Some of the following can be indicators of CCE:

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

4. If our school have any concerns that a child or young person is at risk of criminal exploitation MASH must be contacted for advice and a child exploitation risk assessment completed – found here

20.10 County Lines

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

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

3. One of the ways of identifying potential involvement in county lines are missing episodes (both from home and school), when the victim may have been trafficked for the purpose of transporting drugs.

4. If a child is suspected to be at risk of or involved in county lines, a safeguarding referral MUST be made to MASH and exploitation risk assessment completed – found here.

5. Further information on the signs of a child's involvement in county lines is available in guidance published by the Home Office - County Lines and the West Sussex Safeguarding Partnership.

20.11 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 here.

4. If there are any concerns a child is at risk of serious violence, we will contact MASH for advice.

5. If we are concerned that the child is at risk of imminent serious violence, we will call the police on 999.

20.12 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.

2. Further advice and guidance can be found by visiting WSCC Contextual Safeguarding Local Offer.

20.13 Domestic Abuse

1. Our school/college 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 with advice and guidance obtained from MASH.

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 in order to support our children if we receive an Operation Encompass notification.

7. Our school is also aware that Early Help and MASH can also provide support.

8. We are aware that further information can also be obtained from NSPCC - lockdown and domestic abuse, Refuge - effects on children and SafeLives: young people and domestic abuse

20.14 Homelessness

1. Our school/college 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 into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

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 can be found here. 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.

6. In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16 and 17-year olds could be living independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's Services will be the lead agency for these young people and the Designated Safeguarding Lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances.

7. 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 and is available here.

20.15 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 managed 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.

- For schools and colleges 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 speak to the Designated Safeguarding Lead (or deputy) who will in turn contact the MASH.

20.16 Female Genital Mutilation (FGM)

20.17 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 31st 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.

5. Guidance can be obtained here;
   - Home Office: Mandatory Reporting of FGM – procedure information
   - FGM Mandatory Reporting Fact Sheet
   - FGM Reporting Flowchart for under 18's

20.18 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/college can play an important role in safeguarding children from forced marriage.

- The Forced Marriage Unit has published Statutory Guidance Multi-agency Force Marriage Guidance pages 32-35 of which focus on the role of schools and colleges.

- School and college staff who have concerns about a forced marriage should contact the DSL or deputy DSL who should contact MASH for further advice. Specialist advice can also be obtained from the Forced Marriage Unit on 020 7008 0151 or email fmu@fco.gov.uk

20.19 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. 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".

3. This duty is known as the PREVENT Duty.

4. The PREVENT Duty will be seen as part of schools' and colleges' wider safeguarding obligations.

5. Our Designated Safeguarding Leads and other senior leaders will familiarise themselves with the revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76, which are specifically concerned with schools and childcare.
6. The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

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

8. 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).

20.20 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**
- **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**.

20.21 Peer on Peer Abuse

1. 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.

2. 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 policy in the first instance.

3. However, we recognise that some allegations may be of such a serious nature that they may raise safeguarding concerns.

4. **All staff** should recognise that children are capable of abusing their peers and should follow the safeguarding procedures appropriately.

5. 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.

6. We will ensure that, in our school or college, our policy will include procedures to minimise the risk of peer on peer abuse.

7. How allegations of peer on peer abuse will be recorded, investigated and dealt with;

8. Clear processes as to how victims, perpetrators and any other child affected by peer on peer abuse will be supported.

9. 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".

10. 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.

11. The different forms peer on peer abuse can take, such as: bullying (including cyberbullying).

12. Physical abuse which can include hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.

13. Sexual violence and sexual harassment. Part five of this guidance sets out how schools and colleges should respond to reports of sexual violence and sexual harassment.

14. 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.

15. Sexting (also known as youth produced sexual imagery): The Department for Education provides Searching Screening and Confiscation Advice for schools. The UK Council for Internet Safety (UKCIS) Education Group has published Guidance Sexting in Schools & Colleges on Responding to Sexting Incidents.

16. Initiation/hazing type violence and rituals.

17. If Peer on Peer abuse is suspected staff should follow section 8.7 of the West Sussex Child Protection and Safeguarding Procedures - Children who Harm Other Children.

20.22 Preventing Peer on Peer Abuse

1. As a school we will minimise the risk of allegations against other pupils by:

2. Providing a developmentally appropriate education syllabus which develops pupils understanding of consent, acceptable behaviour, keeping themselves safe and healthy relationships.

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

4. Delivering targeted work on assertiveness and keeping safe to those children identified as being at risk.

5. Developing robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils.

6. Providing clarity on how allegations of peer on peer abuse will be recorded, investigated and dealt with.

7. Having clear processes as to how victims, perpetrators and any other child affected by peer on peer abuse will be supported.

8. Providing 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".

9. Recognising 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.

20.23 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

20.24 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 MASH 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, the MASH will consult with the police.

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 MASH.

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.

20.25 Sexual Violence and Sexual Harassment between Children in Schools and Colleges

1. Guidance has been produced to assist schools and colleges to manage cases of sexual violence and harassment between pupils. The full guidance can be found here.

2. 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.

3. 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.

4. 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.

5. Our staff will be aware of the importance of:

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

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

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

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.

20.27 What is consent?

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

20.28 Sexual harassment

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

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

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- Sexual "jokes" or taunting;
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence[15]. 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

20.29 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.

[15] Project DESHAME provides useful research advice and resources regarding online sexual harassment – found here

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 MASH 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 in accordance with the principles set out in 22.23 below.

20.30 The response to a report of sexual violence or sexual harassment

1. We recognise our initial response to a report from a child is critically important.

2. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe.

3. A victim should never be given the impression that they are creating a problem by reporting such matters.

4. If staff have a concern about a child, or a child makes a report to them, they should speak immediately to the Designated Safeguarding Lead (or a deputy).

20.31 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/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.

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, 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.

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 (YES) or more specialist services. Where there are concerns, the school/college should discuss them with MASH/Early Help worker.

20.32 Part Five, Keeping Children Safe in Education

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.)

20.33 Youth Produced Sexual Imagery or 'Sexting'

1. Our school recognises that 'Sexting' is a safeguarding risk to our children. Any incident of youth produced sexual imagery which comes to the attention of any staff within our school will be referred to the Designated Safeguarding Lead immediately .

2. Our school recognises that responding to such cases can be complex and, as such, our school has adopted the UK Council for Child Internet Safety (UKCCIS) guidance, as recommended by West Sussex Safeguarding Children Partnership, in responding to and managing such instances.

3. The UKCCIS can be found **here.**

4. For further advice in respect of managing cases of sexting or where there is any doubt about whether to refer a case, the advice of MASH should be obtained as soon as possible.

20.34 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.

20.35 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 .

21 DEALING WITH A DISCLOSURE OF ABUSE

21.1 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.

21.2 If a child discloses – we will:

- 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 listen - not to investigate.

- If more information is needed to establish if there has been abuse use open questions such as "describe what happened?" "tell me what happened?"

- Use age appropriate vocabulary and language; avoid jargon or terms the child may 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 maybe for the child to tell anyone what has happened.

- Not criticise the perpetrator, the child may well have a relationship with them.

- Not promise confidentiality but reassure the child that they have done the right thing, explain whom we will have to tell (the Designated Safeguarding Lead) and why and, depending on the child's age, what the next stage will be. It is important that we avoid making promises that we cannot keep such as "I'll stay with you all the time" or "it will be all right now."

- The Designated Safeguarding Lead will decide on when and how to contact the parent / carer to share concerns.

- The Designated Safeguarding Lead will share concerns with parents / carers before making a referral to MASH unless by doing so could escalate the risk to the child or other vulnerable person or impede a police investigation.

  If we are in any doubt as to whether to refer the matter, we will speak and discuss with MASH.

21.3 When recording information, we will:

1. Be aware that any records made may well be used in subsequent investigations and possible court hearings.

2. 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.

3. If it is observation of bruising or an injury record the detail, e.g. "right arm above elbow".

4. Use skin / body maps if necessary – specimen examples are available at Annex 7 below.

5. Not take photographs.

6. Note the non-verbal behaviour and the key words in the language used by the child but do not to translate into 'adult language'.

7. Record the date, time and location where the notes were made and if anyone else was present.

8. Pass the notes as soon as possible to the Designated Safeguarding Lead.

21.4 Reporting Forms

1. Reporting forms will 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 will 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.

3. Annex's 6, 7 & 8 below provides specimen suggested 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.

21.5 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 designated safeguarding lead and to seek further support as

appropriate. WSCC school staff have access to a free, 24/7 and confidential counselling service, via the employee assistance programme.

22 RECORD KEEPING

22.1 Child Protection Files

1. In our school we recognise the fundamental safeguarding practice of accurately recording safeguarding information. In our school:

2. Records kept for child protection purposes will be kept securely, separate from other records and accessed only by those who need to do so for safeguarding and/or monitoring purposes.

3. Each child will have a separate record.

4. Each record will be accurate, legible and entries made as soon as practicable after a concern is raised.

5. Where computer systems are used, staff will still have access to paper forms so immediate conversations with a child/body map drawing etc. can be made contemporaneously.

6. Any paper records generated at 4 above will be retained within the file, even where they have been scanned to a computer record.

7. Where there is more than one sibling, each sibling will have their own record, cross-referenced where necessary to their siblings.

8. Each file will have a chronology to enable assessment, provide an overview and enable fast time assessment of previous activity.

9. Each file will have an up to date contact number for other key professionals.

22.2 When a child moves school

1. Any child protection files relating to that child will be transferred / retained in accordance with guidelines which can be found in the Information Management Toolkit for Schools found **here.**

2. In line with statutory guidance (KCSiE 2020, paragraph 87) where children leave the school or college, 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 will also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the

new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.

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 9 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)

23 ALLEGATIONS AGAINST STAFF RECORDS

- Any records generated in respect of an allegation will be kept securely, accessed only by those who require doing so for legitimate investigation/safeguarding/review purposes.

- Any records will be kept separate from any other personal file relating to that staff member

- Any records will not be kept in any child's child protection file.

24 MANAGING PROFESSIONAL DIFFERENCES & 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.

3. Professional Differences and Concerns Protocol.

4. 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 Differences and Concerns protocol which can be found on the West Sussex Safeguarding Children Website, Professional disagreements and concerns.

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

25 ANNEX 1 – TABLE OF HYPERLINKS USED IN THIS POLICY

Para	Area	Hyperlink
1.1	MASH contact details	MASH@westsussex.gov.uk Adults - https://www.westsussex.gov.uk/raiseaconcernaboutanadult Children's - www.westsussex.gov.uk/Raiseaconcernaboutachild
4	Relevant Legislation	Keeping Children Safe in Education 2020 Sexual Violence and sexual harassment between children in schools and colleges 2018: here Teaching online safety in school (DfE June 2019) here Working Together to Safeguard Children 2018: here Regulated Activity in relation to children: scope here Children Missing Education Statutory guidance 2016 West Sussex Safeguarding Children Partnership and Pan-Sussex safeguarding procedures West Sussex Safeguarding Children Partnership
4.2	Covid-19 guidance	https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers
6.5	DfE / WSCC guidance – attendance and Children Missing Education	DfE school attendance guidance can be found HERE WSCC school absence information can be found HERE DfE guidance Children Missing Education found HERE WSCC Children Missing Education and Removal from Roll Policy HERE
6.7	Safeguarding Assessments & Peer Reviews	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/
6.8	Working Together to Safeguard Children	Working Together to Safeguard Children 2018 – found HERE
6.10	Pan Sussex Child	Sussex Child Protection & Safeguarding Procedures

	Protection & Safeguarding Procedures	
6.13 / 6.14.	Allegations & Referrals	Making a barring referral to the DBS Referral to the Teacher Regulation Authority
6.15	Managing Professional Differences	https://www.westsussexscp.org.uk/professionals/professional-disagreements-and-concerns
6.15	West Sussex Safeguarding Children Partnership	https://www.westsussexscp.org.uk/
6.21	Early Help	Early Help Hub contact details are found here
7.2.2	West Sussex Safeguarding Children Partnership – continuum of need / threshold document	https://www.westsussexscp.org.uk/professionals/working-together/west-sussex-continuum-of-need-threshold-guidance MASH online referral form, here
7.3.	Information Sharing	*Advice for practitioners providing safeguarding services to children, young people, parents and carers* accessed here Data protection toolkit for schools
7.6	Early Help Allocated Worker	West Sussex Early Help Hubs
8.2	West Sussex LADO Service	WSCC LADO information pack https://www.westsussexscp.org.uk/professionals/professional-disagreements-and-concerns/allegations-against-someone-who-works-with-children
8.4	West Sussex Safeguarding Procedures	Managing allegations made against people who work or volunteer with children, found **here**
8.7	Confidential reporting	West Sussex Confidential Reporting Policy, found HERE Whistleblowing advice line | NSPCC

10.1.3	Designated Teacher for CLA	https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children The Role and Responsibilities of the Designated Teacher
10.2.3	Leaving Care Personal Advisors	https://www.westsussex.gov.uk/education-children-and-families/your-space/life/leaving-care-local-offer/
11	Children Potentially at Greater Risk of Harm – Educational Outcomes	Children in Need Review, Improving the educational outcomes for Children in Need of help and protection Help, protection, education
12	Children Requiring Mental Health Support	Preventing and tackling bullying, Mental health and behaviour in schools Promoting children and young people's emotional health and wellbeing West Sussex Community Mental Health Liaison Service CMHL West Sussex School Nursing Service Mentally Healthy Schools ChatHealth YES - Youth Emotional Support Service
12.2	Self-Harm Guidance for schools	Self-Harm Guidance for schools
13	Statutory Status of RE/RSE/HE	Statutory guidance: relationships education relationships and sex education (RSE) and health education West Sussex Education for Safeguarding E4S The PSHE Association provides guidance to schools on developing their PSHE curriculum including online safety – Accessed here Parent Zone and Google have developed Be Internet Legends Accessed here Rise Above - PSHE curriculum topics to Upper KS2, KS3 and KS4 pupils Here
14	Crimes committed on school premises – when to call the police	The National Police Chiefs Council guidance When to call the police - Guidance for schools & colleges
15	Use of reasonable	Use of reasonable force in schools

	force in schools	
16	Online safety in schools	Teaching On Line Safety in Schools, June 2019, found here UK Safer internet centre Prevent duties. 360 Safe Website Online safety in schools and colleges: Questions for the Governing Body Safeguarding and remote education
17	Ofsted Inspections	Ofsted's inspection framework – found here Inspecting safeguarding in early years, education and skills guidance from September 2019, found here
20	Private Fostering	Comprehensive guidance on the circumstances in which private fostering may arise can be found here Pan-Sussex Child Protection and Safeguarding Procedures regarding private fostering can be found here
21.7	Perplexing Cases	Pan-Sussex Child Protection Procedures for further information **here**
21.10	Neglect	A Day in My Life Templates
22	Children in the court system	There are two age appropriate guides 5-11year olds, accessed here and 12-17 year olds accessed here. Pre-trail therapy for children relevant guidelines found here Family court online arrangements tool here
22.5	Children Missing Education	Children Missing Education latest statutory guidance WSCC RFR form Adding a pupil's name to the admission register at a non-standard transition point Form
22.7	Attendance – new guidance August 2020	Government Guidance
22.8 – 22.11	Exploitation / County Lines / Contextual Safeguarding	Guidance can be found at West Sussex Safeguarding Partnership Child sexual exploitation: definition and guide for practitioners Home Office - County Lines WSCC Contextual Safeguarding Local Offer
22.12	Domestic Abuse	Operation Encompass Teachers National Helpline NSPCC - lockdown and domestic abuse, Refuge - effects on children SafeLives: young people and domestic abuse

22.13	Homelessness	Homeless Reduction Act Factsheets found here
22.15/16	Female Genital Mutilation	Home Office: Mandatory Reporting of FGM – procedure information FGM Mandatory Reporting Fact Sheet FGM Reporting Flowchart for under 18's
22.17	Forced Marriage	Statutory Guidance Multi-agency Force Marriage Guidance
22.18	Prevent	Prevent duty guidance: for England and Wales Prevent duty guidance: for further education institutions in England and Wales WSCC Preventing Extremism
22.19	Channel	Prevent and Channel Duty – A Toolkit for Schools Channel Guidance Making a Channel Referral in West Sussex Prevent Channel Referral Form West Sussex Service for Schools website, accessed **here**
22.20	Peer on Peer abuse	West Sussex Child Protection and Safeguarding Procedures - Children who Harm Other Children
22.24	Sexual Violence and harassment	Full guidance can be found here Risk assessments, can be found in West Sussex Service for Schools Safeguarding In Education Resources NHS Sussex Partnership Assessment & Treatment Service,
22.30	Sexual Violence and Harassment – supporting the alleged perpetrator	NHS Sussex Partnership Assessment & Treatment Service
22.32	Youth produced sexual imagery – Sexting	That UKCCIS can be found **here**
22.33	Family Members in Prison	Guidance found here, in supporting children in our school who have a parent or carer in prison.
22.34	Bullying	National guidance on anti-bullying can be found here.

		Early Help hub and by visiting Your Space.
24.2	Child Protection Files – when a child moves schools	Information Management Toolkit for Schools found **here.**
26	Professional disagreements	West Sussex Safeguarding Children Website, Professional disagreements and concerns
27	Adult Safeguarding	Sussex Safeguarding Adult Procedures and can be found here. General safeguarding those aged 18 and over can also be found here Adult Social Care Referral Form on-line form.

26 ANNEX 2 – COPY OF ANNEX B KCSIE 2020 – ROLE OF THE DSL

Annex B KCSiE 2020: Role of the designated safeguarding lead

Governing bodies, proprietors and management committees should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of Designated Safeguarding Lead.[16] 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 to carry out the duties of the post. They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

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.

Manage referrals

The Designated Safeguarding Lead is expected to:

• refer cases of suspected abuse to the local authority children's social care as required;

• support staff who make referrals to local authority children's social care;

• refer cases to the Channel programme where there is a radicalisation concern as required;

• support staff who make referrals to the Channel programme;

• refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and

• refer cases where a crime may have been committed to the Police as required.

Work with others

The designated safeguarding lead is expected to:

• act as a point of contact with the three safeguarding partners;

• liaise with the headteacher or principal to inform him or her of issues - especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;

• as required, liaise with the "case manager" (as per Part Four) and the designated officer(s) at the Local Authority for child protection concerns in cases which concern a staff member;

[16] 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 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.

• liaise with staff (especially pastoral support staff, school nurses, IT Technicians, and SENCOs, or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies; and

• act as a source of support, advice and expertise for all staff.

Training

The 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, and the processes, procedures and responsibilities of other agencies, particularly children's social care, so they:

• understand the assessment process for providing Early Help and statutory intervention, including local criteria for action and Local Authority Children's Social Care referral arrangements.[17]

• have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;

• ensure each member of staff has access to, and understands, the school's or college's child protection policy and procedures, especially new and part time staff;

• are alert to the specific needs of children in need, those with special educational needs and young carers[18].

• understand relevant data protection legislation and regulations, especially the Data Protection Act 2018 and the General Data Protection Regulation;

• understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners;

• are able to keep detailed, accurate, secure written records of concerns and referrals;

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

• are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;

• can recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;

• obtain access to resources and attend any relevant or refresher training courses; and

• encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

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

[17] Full details in Chapter one of Working Together to Safeguard Children.
[18] 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.

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.

Raise Awareness

The Designated Safeguarding Lead should:

• ensure the school's or college's child protection policies are known, understood and used appropriately;

• 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; and

• link with the safeguarding partner arrangements to make sure staff are aware of any training opportunities and the latest local policies on local safeguarding arrangements.

• 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 and college leadership staff. Their role could include ensuring that the school or college, and their staff, know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort; supporting 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.

Child protection file

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. This should be transferred separately from the main pupil file, ensuring 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.

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 pupil 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 pupil arrives.

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.

27 ANNEX 3 – WSCC CHILDREN MISSING EDUCATION POLICY

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

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 first instance with Pupil Entitlement Investigations: 0330 228200 / educationwelfare.duty@west sussex.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 MASH 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 MASH 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[19].

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

[19] Section 8 The Education (Pupil Registration) (England) Regulations 2006.

	(iii) The proprietor and the local authority have failed, **after jointly making reasonable enquiries,** to ascertain where the pupil is. **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.**
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 (iii) The proprietor of the school and the local authority have failed, after **jointly making reasonable enquiries, to ascertain where the pupil is.** **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.**
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.

28 ANNEX 4 – 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.

- pupils not attending a session who meet the criteria for 'not attending in circumstances related to COVID-19' should be recorded using **code X**[4]
- 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

Tel - 0330 222 8200

29 ANNEX 5 – RECORDING FORM

Child's name:			
Date and time:		**DOB**	
Name and role of person raising concern:			

Details of concern (where? when? what? who? behaviours? use child's words)

Actions taken			
Date	**Person taking action**	**Action taken**	**Outcome of action**

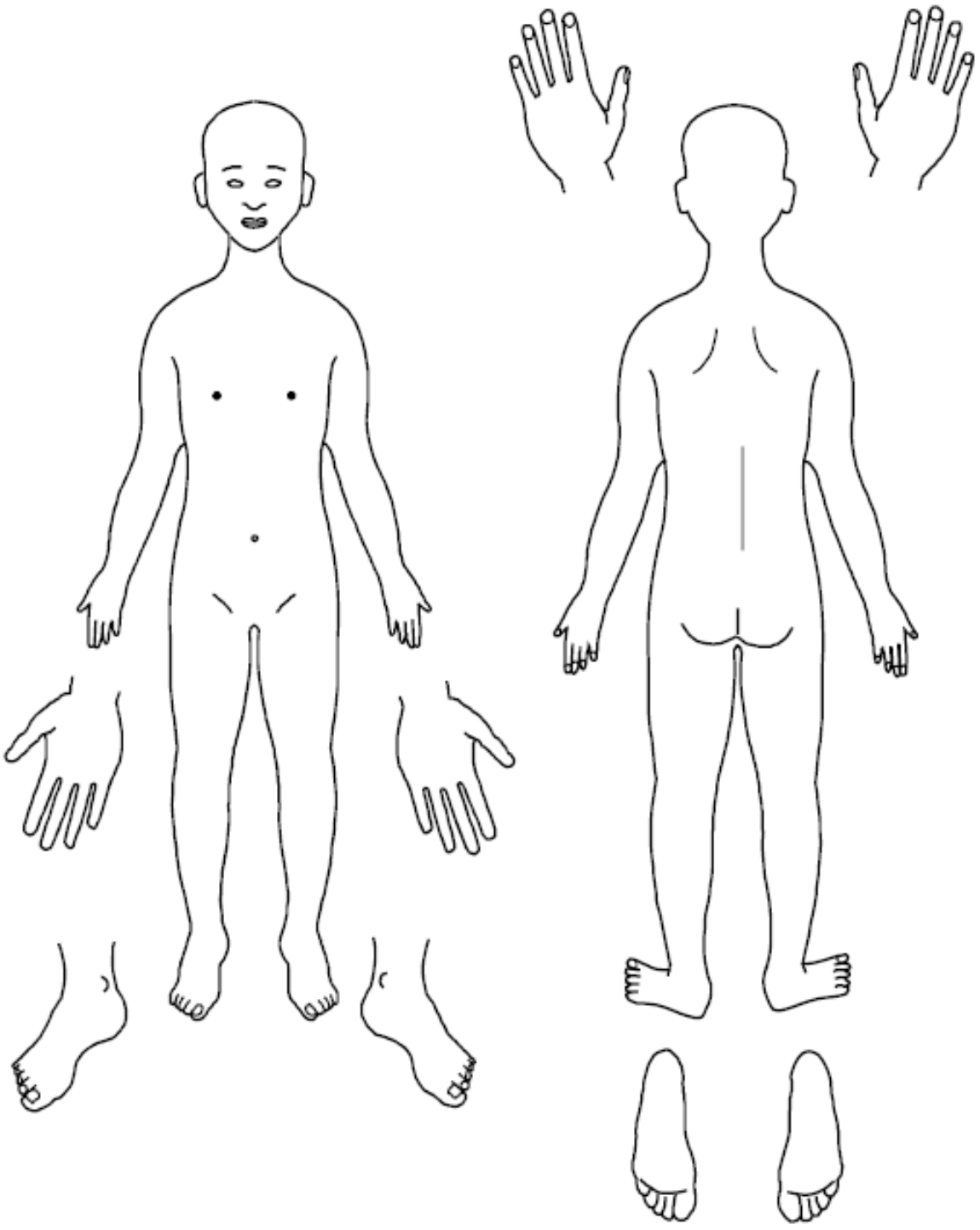
Name: **Designation:** **Copied to:**

30 ANNEX 6 SPECIMEN CHRONOLOGY

Date:	Details:	Current year group / class:	Current Social Worker & contact number:	Entry made by:
?????	**(This would include precis of any details of concerns raised in previous settings.)**			
	Action:			
	Action:			
	Action:			
	Action:			
	Action:			
	Action:			

31 ANNEX 7 SKIN / BODY MAP

Skin / body map



Name of Child: _____

Date of birth: _____ Date of recording: _____

Name of completer: _____









32 ANNEX 8 – 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;

• 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 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 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).

3. 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 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).

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).

• 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.

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 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 are102) 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.

33 ANNEX 9 CHILD PROTECTION FILE TRANSFER RECORD AND RECEIPT

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 sending CP file:	
Name of staff member CP file being sent to:	
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.