

Child Protection and Safeguarding Policy and Procedure

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Key contacts

Role	Name	Contact details
Designated safeguarding lead	Caroline Kelly	01892 782135 ext. 691
SLT DSL	Carly Sargeant	01892 782135 ext. 615
Deputy designated safeguarding lead	Julie Upstone	01892 782135 ext. 592 or 633
Deputy designated safeguarding lead	Lucy Vallejo	01892 782135 ext. 592 or 627
Nominated governor for safeguarding and child protection	Karen Stevenson	01892 782135
Chair of governors	Karen Stevenson	01892 782135
Local Authority Designated Officer (LADO)	Amanda Glover	07825 782793
Early Help Manager SPOA	Tina Greenwood	01323 464222 8.30 – 5 Mon to Thurs 8.30 – 4.30 Fri
Email East Sussex Single Point of Advice (SPOA)	0-19.SPOA@eastsussex.gov.uk	
Email SPOA - secure	0-19.SPOA@eastsussex.gcsx.gov.uk	
Targeted early help services for children with Level 3 needs	Family Keywork Central Team	01273 335966
Kent LADO		03000 410888 kentchildrenslado@kent.gov.uk
Kent – concerned about a child?		Call 03000 41 11 11

Introduction

1. At Uplands, we are committed to a culture safeguarding children and young people and we expect everyone who works in our school to share this commitment. Adults in our school take all welfare concerns seriously and encourage children and young people to talk to us about anything that worries them. We will always act in the best interest of the child. The aim is to create a culture of vigilance;
2. Our pupils' welfare is our paramount concern. The governing body will ensure that our school will safeguard and promote the welfare of pupils and work together with other agencies to ensure that our school has adequate arrangements to identify, assess and support those children who are suffering or likely to suffer harm;
3. Our school is a community and all those directly connected, staff members, governors, parents, families and pupils, have an essential role to play in making it safe and secure;
4. Students are also taught about safeguarding in a variety of ways.

Our ethos

1. We 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.
2. We recognise the importance of providing an environment within our school that will help children feel safe and respected. We recognise the importance of enabling children to talk openly and to feel confident that they will be listened to.
3. We recognise that all adults within the school, including permanent and temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm.
4. We will work with parents to build an understanding of the school's responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

Scope

1. In line with the law, this policy defines a child as anyone under the age of 18 years.
2. This policy applies to all members of staff in our school, including all permanent, temporary and support staff, governors, volunteers, contractors, and external service or activity providers.

The legal framework

This policy will have consideration for, and be in compliance with, the following legislation and statutory guidance:

- Children Act 1989;
- Children Act 2004 5;
- Education Act 2002;
- Education (Health Standards) (England) Regulations 2003;
- Safeguarding Vulnerable Groups Act 2006;
- School Staffing (England) Regulations 2009, (as amended);
- Equality Act 2010;
- Protection of Freedoms Act 2012;
- DfE (2018) 'Working Together to Safeguard Children';
- DfE (2018) 'Keeping Children Safe in Education';
- DfE (2015) 'What to do if you're worried a child is being abused';

- DfE (2015) 'Information sharing';
 - DfE (2016) 'Disqualification under the Childcare Act 2006';
 - DfE (2015) 'The Prevent duty';
 - DfE (2017) 'Child sexual exploitation';
 - DfE (2018) 'Sexual violence and sexual harassment between children in schools and colleges';
 - The Education (School Teachers' Appraisal) (England) Regulations 2012 (as amended);
 - The Children and Families Act 2014;
 - The Sexual Offences Act 2003;
 - HM Government (2014) 'Multi-agency practice guidelines: Handling cases of Forced Marriage'.
1. Section 175 of the Education Act 2002 places a duty on governing bodies of maintained schools and further education institutions (including sixth-form colleges) to arrange for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school. Section 157 of the same Act places a similar duty on non-maintained and independent schools, including free schools and academies.
 2. Under section 10 of the Children Act 2004, all maintained schools, further education colleges and independent schools, including free schools and academies, are required to cooperate with the local authority to improve the well-being of children in the local authority area.
 3. Under section 14B of the Children Act 2004, the Local Safeguarding Children Board can require a school or further education institution to supply information in order to perform its functions. This must be complied with.
 4. This policy and the accompanying procedure have been developed in accordance with the following statutory guidance and local safeguarding procedures:
 - a. Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children, March 2015;
 - b. Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2018;
 - c. Pan-Sussex Child Protection and Safeguarding Procedures.

<http://www.safeguardingschools.co.uk/contextual-safeguarding/>

Roles and responsibilities

1. The school's lead person with overall responsibility for child protection and safeguarding is the Designated Safeguarding Lead (**Mrs C. Sargeant SLT DSL and Mrs C. Kelly – Behaviour and Safeguarding Manager**). We have two deputy DSLs (**Mrs L. Vallejo and Mrs J. Upstone**) to ensure there is appropriate cover for this role at all times. The DSL's responsibilities are described in Appendix A.
The DSL will be on our school's leadership team and their role of DSL will be explicit in their job description. This person should have the appropriate authority and be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings – and/or to support other staff to do so – and to contribute to the assessment of children.
2. The school has a **nominated governor (Mrs K. Stevenson)** responsible for safeguarding to champion good practice, to liaise with the Headteacher and to provide information and reports to the governing board.
3. The **case manager for dealing with allegations** of abuse made against school staff members is the Headteacher. The case manager for dealing with allegations against

the Headteacher is the chair of governors. The procedure for managing allegations is detailed in Appendix B.

4. The **Headteacher** will ensure that the policies and procedures adopted by the governing board are fully implemented and sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities.
5. The **governing board** is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day-to-day practice.
6. **All staff members, governors, volunteers and external providers** know how to recognise signs and symptoms of abuse, how to respond to pupils who disclose abuse and what to do if they are concerned about a child. A member of the DSL team should be notified in person of the safeguarding concern. No detailed information should be shared by e-mail or on-line.
7. All safeguarding and welfare concerns, discussions, and decisions made will be recorded in writing and kept in line with the East Sussex Local Safeguarding Children Board Guidance, Keeping Records of Child Protection and Welfare Concerns Guidance for Early Years Settings, Schools, and Colleges July 2017.
8. **Staff should be aware of where to find safeguarding forms and how to notify the DSL of the concern.** Forms can be found in the staffroom and DSL.
9. All staff must be familiar with the following documents:
 - a. [Keeping Children Safe in Education \(2018\) \[Part one\]](#)
 - b. Annex A
 - c. [Uplands' Staff Code of Conduct](#)
 - d. [Safeguarding Flowchart](#)
 - e. [What to do if you're worried a child is being abused](#)

School's Safeguarding Policy Supporting Children

1. We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helpless, humiliated and some sense of blame. Our school may be the only stable, secure, and predictable element in their lives.
2. We accept that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
3. Our school will support all pupils by:
 - a. Ensuring the content of the curriculum includes social and emotional aspects of learning;
 - b. Ensuring a comprehensive curriculum response to e-safety, enabling children and parents to learn about the risks of new technologies and social media and to use these responsibly;
 - c. Ensuring that child protection is included in the curriculum to help children stay safe, recognise when they do not feel safe and identify who they might or can talk to;
 - d. Providing pupils with a number of appropriate adults to approach if they are in difficulties;
 - e. Supporting the child's development in ways that will foster security, confidence and independence;
 - f. Encouraging development of self-esteem and self-assertiveness while not condoning aggression or bullying;
 - g. Ensuring repeated hate incidents, e.g. racist, homophobic or gender- or disability-based bullying, are considered under child protection procedures;

- h. Liaising and working together with other support services and those agencies involved in safeguarding children; and
- i. Monitoring children who have been identified as having welfare or protection concerns and providing appropriate support.

Child protection and safeguarding procedure

1. Staff should report their concern in PERSON to one of the DSLs or Deputy DSLs. If the child is in immediate danger they should contact the police by dialling 999.
2. We have developed a structured procedure in line with Pan-Sussex Child Protection and Safeguarding Procedures, which will be followed by all members of the school community in cases of suspected abuse. This is detailed in Appendix B.
3. In line with the procedures, the relevant Children's Services Duty and Assessment Team will be notified as soon as there is a significant concern.
4. The name of the DSL will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse.
5. We will ensure all parents and carers are aware of the responsibilities of staff members to safeguard and promote the welfare of children by publishing the policy and procedures on our website and by referring to them in our introductory school materials.

Record keeping

1. All child protection and welfare concerns will be recorded and kept in line with the East Sussex Local Safeguarding Children Board guidance [Keeping Child Protection and Welfare Concerns: Guidance for Early Years Settings, Schools and Colleges](#) January 2014.
2. We will continue to support any pupil leaving the school about whom there have been concerns by ensuring that all appropriate information, including child protection and welfare concerns, is forwarded under confidential cover to the pupil's new school as a matter of priority.

Safer workforce and managing allegations against staff and volunteers

1. We will prevent people who pose risks to children from working in our school by ensuring that all individuals working in any capacity at our school have been subjected to safeguarding checks in line with the statutory guidance Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2018.
2. We will ensure that agencies and third parties supplying staff provide us evidence that they have made the appropriate level of safeguarding checks on individuals working in our school.
3. Every job description and person specification will have a clear statement about the safeguarding responsibilities of the post holder.
4. We will ensure that at least one member of every interview panel has completed safer recruitment training.
5. We have a procedure in place to handle allegations against members of staff and volunteers in line with Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2018.

Staff induction, training and development

1. All new members of staff (including newly-qualified teachers and teaching assistants), will be given induction that includes basic child protection training on how to recognise signs of abuse, how to respond to any concerns, e-safety, and familiarisation with the safeguarding and child protection policy, staff code of conduct, Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, Part One, March 2015 and other related policies.
2. The induction will be proportionate to staff members' roles and responsibilities and will include, at a minimum, the online child protection training provided by the East Sussex Local Safeguarding Children Board. This training can be accessed from [Czone](https://czone.eastsussex.gov.uk/partnerships/trust/workingtogether/childprotection/training/Pages/main.aspx) at <https://czone.eastsussex.gov.uk/partnerships/trust/workingtogether/childprotection/training/Pages/main.aspx>
3. The DSL will undergo updated child protection training every two years.
4. All staff members of the school will undergo live safeguarding and child protection training (whole-school training) which is regularly updated and at least every three years. All governors must undergo governor specific online awareness training at least every two years.
5. Staff members who miss the whole-school training will be required to undertake other relevant training to make up for it, e.g. by joining another school's whole-school training.
6. The nominated governor for safeguarding and child protection will undergo live Governor Services training prior to or soon after appointment to the role; this training will be updated every three years.
7. We will ensure that staff members provided by other agencies and third parties, e.g. supply teachers and contractors, have received appropriate child protection training commensurate with their roles before starting work. They will be given the opportunity to take part in whole-school training if it takes place during their period of work for the school.
8. The DSL will provide an annual briefing to the school on any changes to child protection legislation and procedures and relevant learning from local and national serious case reviews.
9. The school will maintain accurate records of staff induction and training.

Confidentiality, consent, and information sharing

1. We recognise that all matters relating to child protection are confidential.
2. The Headteacher or the DSL will disclose any information about a pupil to other members of staff on a need-to-know basis only.
3. All staff members must be aware that they cannot promise a child to keep secrets, which might compromise the child's safety or well-being.
4. All staff members have a professional responsibility to share information with other agencies in order to safeguard children.
5. All our staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children's welfare.
6. We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent. This is covered in greater detail in Appendix B.

Inter-agency working

1. We will develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the police, and Children's Social Care.
2. We will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups, to consider individual children.
3. We will participate in serious case reviews, other reviews and file audits as and when required to do so by the East Sussex Local Safeguarding Children Board. We will ensure that we have a clear process for gathering the evidence required for reviews and audits, embedding recommendations into practice, and completing required actions within agreed timescales.

Contractors, service and activity providers and work placement providers

1. We will ensure that contractors and providers are aware of our school's safeguarding and child protection policy and procedures. We will require that employees and volunteers provided by these organisations use our procedure to report concerns.
2. We will seek assurance that employees and volunteers provided by these organisations and working with our children have been subjected to the appropriate level of safeguarding check in line with Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2016. If assurance is not obtained, permission to work with our children or use our school premises may be refused.
3. When we commission services from other organisations, we will ensure that compliance with our policy and procedures is a contractual requirement.

Whistle-blowing and complaints

1. We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so.
2. We will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If necessary, they will speak with the Headteacher, the chair of the governing body or with the Local Authority Designated Officer.
3. We have a clear reporting procedure for children, parents and other people to report concerns or complaints, including abusive or poor practice.
4. We will actively seek the views of children, parents and carers and staff members on our child protection arrangements through surveys, questionnaires and other means.

Site security

1. All staff members have a responsibility to ensure our buildings and grounds are secure and for reporting concerns that may come to light.
2. We check the identity of all visitors and volunteers coming into school. Visitors are expected to sign in and out in the reception visitors' log and to display a visitor's badge while on the school site. Any individual who is not known or identifiable will be challenged for clarification and reassurance.
3. The school will not accept the behaviour of any individual, parent or anyone else, that threatens school security or leads others, child or adult, to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse the person access to the school site.

Quality assurance

1. We will ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures. This will include periodic audits of child protection files and records by the DSL.
2. We will complete an audit of the school's safeguarding arrangements at frequencies specified by the East Sussex Local Safeguarding Children Board and using the audit tool provided by them for this purpose.
3. The school's senior management and the governing board will ensure that action is taken to remedy without delay any deficiencies and weaknesses identified in child protection arrangements.

Policy review

1. This policy and the procedures will be reviewed every academic year. All other linked policies will be reviewed in line with the policy review cycle.
2. The DSL will ensure that staff members are made aware of any amendments to policies and procedures.

Linked policies and procedures

- The following policies and procedures are relevant for the child protection and safeguarding policy and procedure. These linked policies can be found on the staff shared drive. However, we are collating to here R:\Pastoral\Safeguarding\All Safeguarding Documents\Linked Policies to Safeguarding
- Administration of Medicines Policy;
- Anti-Bullying Policy;
- Attendance Policy;
- Behaviour Policy;
- Children Missing from Education Policy and Procedures;
- Complaints procedure;
- Drug and Alcohol Education Policy;
- E-safety Policy;
- Equalities Policy;
- Keeping Records of Child Protection and Welfare Concerns: Guidance for Early Years Settings, Schools and Colleges;
- Health and Safety Policy and other linked policies and risk assessments;
- ICT Acceptable Use Policy;
- Offsite Activities and Educational Visits Policy and risk assessments;
- Pastoral Care Policy;
- Physical Education and Sports Guidance;
- Positive Handling and Physical Intervention Policy and Guidance;
- Premises Inspection Checklist;
- PSHEe Policy;
- Pupil Images Policy;
- Recruitment and Selection Policy and procedures;
- Teachers' Standards, Department for Education guidance available on [GOV.UK website](https://www.gov.uk);
- Sexual violence and sexual harassment between children
- Sex and Relationship Education Policy;
- Social Media Policy;
- Special Educational Needs and Disabilities Policy;

- Spiritual, Moral, Social and Cultural Development Policy;
- Staff code of conduct/behaviour policy;
- Work Experience Handbook.

Appendix A: The role of the Designated Safeguarding Lead (DSL)

Managing referrals

1. Refer all cases of suspected abuse to East Sussex Children's Social Care and to the Police if a crime may have been committed.
2. Liaise with the Headteacher about safeguarding issues relating to individual children, especially ongoing enquiries under section 47 of the Children Act 1989.
3. Act as a source of support, advice, and expertise to staff members on matters of child protection and safeguarding.
4. Liaise with agencies providing early help services and coordinate referrals from the school to targeted early help services for children in need of support.

Record keeping

1. Keep written records of child protection and welfare concerns in line with East Sussex Local Safeguarding Board guidance [*Keeping Child Protection and Welfare Concerns: Guidance for Early Years Settings, Schools and College January 2014*](#).
2. Ensure a stand-alone file is created as necessary for children with safeguarding concerns.
3. Maintain a chronology of significant incidents for each child with safeguarding concerns.
4. Ensure such records are kept confidentially and securely and separate from the child's educational record.
5. When a child leaves our school, the DSL will make contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner. We will retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery. Where a parent elects to remove their child from the school roll to home educate, the school will make arrangements to pass any safeguarding concerns to ISEND – Teaching and Learning Provision.

Inter-agency working and information sharing

1. Cooperate with Children's Social Care for enquiries under section 47 of the Act 1989.
2. Attend, or ensure other relevant staff members attend, child protection conferences, core group meetings and other multi-agency meetings, as required.
3. Liaise with other agencies working with the child, share information as appropriate, and contribute to assessments.

Training

1. Undertake appropriate training, **updated every two years**, in order to:
 - Be able to recognise signs of abuse and how to respond to them, including special circumstances such as child sexual exploitation, female genital mutilation, fabricated or induced illness (see chapter 8 of the Pan-Sussex Child Protection and Safeguarding Procedures);
 - Understand the assessment process for providing early help and intervention, e.g. the East Sussex Safeguarding Children Continuum of Need guidance and tools and the early help planning processes;

- Have a working knowledge of how the local authority conducts initial and review child protection case conferences and contribute effectively to these; and
 - Be alert to the specific needs of children in need (as specified in section 17 of the Children Act 1989), those with special educational needs, pregnant teenagers and young carers.
2. Ensure each member of staff has access to and understands the school's safeguarding and child protection policy and procedures, including providing induction on these matters to new staff members;
 3. Organise whole-school child protection training for all staff members at least **every three years**. Ensure staff members who miss the training receive it by other means, e.g. by joining another school's training;
 4. Link with East Sussex Local Safeguarding Children Board to identify appropriate training opportunities for relevant staff members;
 5. Ensure the school allocates time and resources every year for relevant staff members to attend training;
 6. Encourage a culture of listening to children and taking account of their wishes and feelings in any action the school takes to protect them;
 7. Maintain accurate records of staff induction and training.

Awareness raising

1. Review the safeguarding and child protection policy and procedures annually and liaise with the school's governing board to update and implement them.
2. Make the safeguarding and child protection policy and procedures available publicly and raise awareness of parents that referrals about suspected abuse may be made and the role of the school in any investigations that ensue.
3. Provide an annual briefing to the school on any changes to child protection legislation and procedures and relevant learning from local and national serious case reviews.

Quality assurance

1. Monitor the implementation of and compliance with policy and procedures, including periodic audits of child protection and welfare concerns files (at a minimum once a year).
2. Complete an audit of the school's safeguarding arrangements at frequencies specified by the East Sussex Local Safeguarding Children Board.
3. Provide regular reports, to the governing body detailing changes and reviews to policy, training undertaken by staff members and the number of children with child protection plans and other relevant data.
4. Take lead responsibility for remedying any deficiencies and weaknesses identified in child protection arrangements.

Appendix B: child protection and safeguarding procedure

Definitions

1. **Abuse**, including neglect, is a form of maltreatment. A person may abuse a child by inflicting harm or by failing to prevent harm. Children may be abused within their family, in an institutional or community setting, by those known to them, or, more rarely, by a stranger.
2. **Children** are any people who have not yet reached their 18th birthday; a 16-year-old whether living independently, in further education, in the armed forces or in hospital, is a child and is entitled to the same protection and services as anyone younger.
3. **Child protection** is part of safeguarding and promoting the welfare of children and refers to activity undertaken to protect specific children who are suffering, or likely to suffer, significant harm.
4. **Early help** means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years to teenage years.
5. **Harm** is ill treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill treatment of another.
6. **Safeguarding children** is the action we take to promote the welfare of children and protect them from harm. **Safeguarding and promoting the welfare of children** is defined in <https://www.gov.uk/government/publications/working-together-to-safeguard-children--2> as:
 - Protecting children from maltreatment;
 - Preventing impairment of children's health and development;
 - Ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
 - Taking action to enable all children to have the best outcomes.
7. **Significant harm** is the threshold that justifies compulsory intervention in the family in the best interests of the child. Section 31 of the Children Act 1989 states 'where the question of whether harm suffered by a child is significant turns on the child's health or development, his health or development shall be compared with that which could reasonably be expected of a similar child.'
8. For more definitions, see <http://sussexchildprotection.procedures.org.uk/>

Categories of abuse

Recognising concerns, signs and indicators of abuse

Safeguarding is not just about protecting children from deliberate harm. For our school it includes such things as pupil safety, bullying, racist abuse and harassment, educational visits, intimate care, children missing education and internet safety etc. The witnessing of abuse can also have a damaging effect on those who are party to it, as well as the child subjected to the actual abuse, and in itself will have a significant impact on the health and emotional well-being of the child. Abuse can take place in any family, institution or community setting, by telephone or on the internet. Abuse can often be difficult to recognize as children may behave differently or seem unhappy for many reasons, as they move through the stages of childhood or their family circumstances change. However, it is important to know the indicators of abuse and to be alert to the need to consult further.

Physical Abuse

This can involve hitting, shaking, throwing, poisoning, punching, kicking, scalding, burning, drowning and suffocating. It can also result when a parent or carer deliberately causes the ill health of a child in order to seek attention through fabricated or induced illness. This was previously known as Munchhausen's Syndrome by Proxy.

Emotional Abuse

Emotional Abuse is where a child's need for love, security, recognition and praise is not met. It may involve seeing or hearing the ill-treatment of someone else such as in Domestic Violence or Domestic Abuse. A parent, carer or authority figure is considered emotionally abusive when they are consistently hostile, rejecting, threatening or undermining toward a child or other family member. It can also occur when children are prevented from having social contact with others or if inappropriate expectations are placed upon them. Symptoms that indicate emotional abuse include:

- Excessively clingy or attention seeking;
- Very low self-esteem or excessive self-criticism;
- Withdrawn behaviour or fearfulness;
- Lack of appropriate boundaries with strangers; too eager to please;
- Eating disorders or self-harm.

Sexual Abuse

Sexual abuse involves forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. This may include physical contact both penetrative and non-penetrative, or viewing pornographic material including through the use of the internet. Indicators of sexual abuse include: allegations or disclosures, genital soreness, injuries or disclosure, sexually transmitted diseases, inappropriate sexualized behaviour including words, play or drawing.

Neglect

Neglect is the persistent failure to meet a child's basic physical and/or psychological needs that can significantly harm their health and development. Neglect can include inadequate supervision (being left alone for long periods of time), lack of stimulation, social contact or education, lack of appropriate food, shelter, appropriate clothing for conditions and medical attention and treatment when necessary.

Remember if you have any concerns then contact one of the Designated Safeguarding Teachers.

Child Sexual Exploitation

The definition of child sexual exploitation is as follows:

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 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. The victim may have been sexually exploited even if the sexual activity appears

consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology

Child Criminal Exploitation

Vulnerable young people may be exploited into criminal activity or violence by other young people or adults who are able to coerce them to do so. Any sudden changes in a young person's lifestyle should be discussed with them, and the following signs may be cause for concern:

- Persistently going missing from school or home and / or being found out-of-area;
- Unexplained acquisition of money, clothes, or mobile phones;
- Excessive receipt of texts / phone calls;
- Relationships with controlling / older individuals or groups;
- Leaving home / care without explanation;
- Suspicion of physical assault / unexplained injuries;
- Parental concerns;
- Carrying weapons;
- Significant decline in school results / performance;
- Gang association or isolation from peers or social networks;
- Self-harm or significant changes in emotional well-being.

Specific safeguarding issues

1. School staff members need to be aware of specific safeguarding issues and be alert to any risks. Chapter 8 of the Pan Sussex Child Protection Manual <http://sussexchildprotection.procedures.org.uk/page/contents#p8> has detailed information about specific issues such as child sexual exploitation, fabricated or induced illness, female genital mutilation, private fostering, etc., and the local procedures to respond to risks.
2. The government website, [GOV.UK](http://gov.uk), has broad government guidance on a variety of issues. The following is not a comprehensive list and staff members should search the GOV.UK website and the Pan-Sussex Procedures for advice on other issues.
 - Child sexual exploitation (CSE);
 - Bullying including cyberbullying;
 - Domestic violence;
 - Drugs;
 - Fabricated or induced illness;
 - Faith abuse;
 - Female genital mutilation (FGM);
 - Forced marriage;
 - Gangs and youth violence;
 - Gender-based violence/violence against women and girls (VAWG);
 - Mental health;
 - Private fostering;
 - Preventing radicalisation and the Prevent duty;
 - Sexting;
 - Teenage relationship abuse;
 - Trafficking.

Further information on Child Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. Sexual abuse 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 clothing. It may include non-contact activities, such as involving children in the production of sexual images, forcing children to look at sexual images or watch sexual activities, encouraging children to behave in sexually inappropriate ways or grooming a child in preparation for abuse (including via the internet). The definition of child sexual exploitation is as follows: Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 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. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Like all forms of child sexual abuse, child sexual exploitation:

- 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;
- Can still be abuse even if the sexual activity appears consensual;
- Can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
- Can take place in person or via technology, or a combination of both;
- Can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
- May occur without the child or young person's immediate knowledge (through others copying videos or images they have created and posting on social media, for example);
- Can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
- Is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

Child sexual exploitation is a complex form of abuse and it can be difficult for those working with children to identify and assess. The indicators for child sexual exploitation can sometimes be mistaken for 'normal adolescent behaviours'. It requires knowledge, skills, professional curiosity and an assessment which analyses the risk factors and personal circumstances of individual children to ensure that the signs and symptoms are interpreted correctly and appropriate support is given. Even where a young person is old enough to legally consent to sexual activity, the law states that consent is only valid where they make a choice and have the freedom and capacity to make that choice. If a child feels they have no other meaningful choice, are under the influence of harmful substances or fearful of what might happen if they don't comply (all of which are common features in cases of child sexual exploitation) consent cannot legally be given whatever the age of the child. Child sexual exploitation is never the victim's fault, even if there is some form of exchange: all children and young people under the age of 18 have a right to be safe and should be protected from harm. One of the key factors found in most cases of child sexual exploitation is the presence of some form of exchange (sexual activity in return for something); for the victim and/or perpetrator or facilitator. Where it is the victim who is offered, promised or given something they need or want, the exchange can include both tangible (such as money, drugs or alcohol) and intangible

rewards (such as status, protection or perceived receipt of love or affection). It is critical to remember the unequal power dynamic within which this exchange occurs and to remember that the receipt of something by a child/young person does not make them any less of a victim. It is also important to note that the prevention of something negative can also fulfil the requirement for exchange, for example a child who engages in sexual activity to stop someone carrying out a threat to harm his/her family. Whilst there can be gifts or treats involved in other forms of sexual abuse (e.g a father who sexually abuses but also buys the child toys) it is most likely referred to as child sexual exploitation if the 'exchange', as the core dynamic at play, results in financial gain for or enhanced status of, the perpetrator. Where the gain is only for the perpetrator/facilitator, there is most likely a financial gain (money, discharge of a debt or free/discounted goods or services) or increased status as a result of the abuse. If sexual gratification, or exercise of power and control, is the only gain for the perpetrator (and there is no gain for the child/young person) this would not normally constitute child sexual exploitation, but should be responded to as a different form of child sexual abuse.

Child sexual exploitation is never the victim's fault: As stated above, all children and young people have a right to be safe and should be protected from harm.

Link to the DfE guidance is found [here](#)

Link to LSCB Child Sexual Exploitation procedures;
<http://sussexchildprotection.procedures.org.uk/tkyyh/children-in-specific-circumstances/sexual-exploitation>

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

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

Exploitation through criminal activity - Child Criminal Exploitation (CCE)

'County Lines' involves child criminal exploitation (CCE) as gangs use children and vulnerable people to move drugs and money. County lines is the police term for urban gangs supplying drugs to suburban areas and market and coastal towns using dedicated mobile phone lines or deal lines. County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and VCS (voluntary and community sector) organisations.

Please see the guidance attached to this page for frontline professionals on dealing with county lines, part of the government's approach to ending gang violence and exploitation below and the latest report from the National Crime Agency.

Further information on Female Genital Mutilation

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Signs, indicators and effects of Female genital mutilation (FGM)

A girl at immediate risk of FGM may not know what's going to happen. But she might talk about or you may become aware of:

- a long holiday abroad or going 'home' to visit family;
- relative or cutter visiting from abroad;
- A special occasion or ceremony to 'become a woman' or get ready for marriage;
- A female relative being cut – a sister, cousin, or an older female relative such as a mother or aunt.

Signs a teacher or school may notice

- A family arranging a long break abroad during the summer holidays;
- Unexpected, repeated or prolonged absence from school;
- Academic work suffering.

A child may ask a teacher or another adult for help if she suspects FGM is going to happen or she may run away from home or miss school.

Reporting requirements

Regulated health and social care professionals and teachers in England and Wales must report 'known' cases of FGM in under 18s to the police (Home Office, 2016).

If you think a child is in immediate danger

Don't delay - call the police on 999 or us on 0800 028 3550 straight away.

Indicators FGM may have taken place

A girl or woman who's had female genital mutilation (FGM) may:

- Have difficulty walking, standing or sitting;
- Spend longer in the bathroom or toilet;
- Appear withdrawn, anxious or depressed;
- Have unusual behaviour after an absence from school or college;
- Be particularly reluctant to undergo normal medical examinations;
- Ask for help, but may not be explicit about the problem due to embarrassment or fear.

The physical effects of FGM

FGM can be extremely painful and dangerous. It can cause:

- Severe pain;
- Shock;
- Bleeding;
- Infection such as tetanus, HIV and hepatitis B and C;
- Organ damage;
- Blood loss and infections that can cause death in some cases.

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

Students who fear they may be at risk of FGM can often come to the attention of, or turn to, a teacher, lecturer, or other member of staff before seeking help from the police or social services. Sometimes the student's friends report it to staff. Teachers, lecturers and other members of staff are in an ideal position to identify and respond to a victim's needs at an early stage'.

Link to DFE multi agency practice guidelines for female-genital-mutilation (June 2014)
<https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>

Honour Based Violence

Honour based violence manifests itself in a diverse range of ways with children and young people, including forced marriage, domestic and/or sexual violence, rape, physical assaults, harassment, kidnap, threats of violence (including murder), witnessing violence directed towards a sibling or indeed another family member, and female genital mutilation.

Female genital mutilation is an offence under the Female Genital Mutilation Act 2003, and can result in severe physical and psychological injuries and even death. It is almost always restricted to female children and young people i.e. those under 18 years old. See Safeguarding Girls and Young Women at Risk of Abuse through Female Genital Mutilation Procedure.

Online targeting of victims is being used more frequently as a means of controlling and exploiting them.

Victims can find it difficult to leave abusive relationships or ask for help if their immigration status is uncertain. They may face a number of issues such as a fear of deportation, bringing 'shame' on their families, financial difficulties and homelessness, or losing their children.

The notion of shame and the associated risk to the victim may persist long after the incident that brought about dishonour occurred. This means any new partner of the victim, children, associates or their siblings may be at serious risk of Significant Harm.

Behaviours that could be seen to transgress concepts of honour include:

- Inappropriate make-up or dress;
- The existence of a boyfriend or a perceived unsuitable relationship e.g. a gay/lesbian relationship;
- Rejecting a forced marriage;
- Pregnancy outside of marriage;
- Being a victim of rape;
- Inter-faith relationships (or same faith, but different ethnicity);
- Leaving a spouse or seeking divorce;
- Kissing or intimacy in a public place;
- Alcohol and drugs use.
- It is important to be mindful that young people may be subject to honour based violence for reasons which may seem improbable or relatively minor to others.

Indicators of HBV

It is likely that awareness that a child is the victim of an honour based crime will only come to light after an assault of some kind has taken place e.g. an allegation of domestic abuse or it may be that a child is reported as missing. There are inherent risks to the act of disclosure for the victim and possibly limited opportunities to ask for help for fear of retribution from their family or community.

There may be evidence of domestic abuse, including controlling, coercive and dominating behaviour towards the victim. Self-harming, family disputes, and unreasonable restrictions on the young person such as removal from education or virtual imprisonment within the home may occur.

Young people may be fearful of being forced into engagement/marriage.

Other warning signs may be FGM, sexual abuse and forced marriage.

Continual assessment and review is paramount as circumstances can change very quickly, for example, following disclosure to the police the risks to the victim and others who are supporting the victim may increase.

Young people may face significant harm if their families/communities realise that they have asked for help. All aspects of their safety need to be carefully assessed at every stage. Initially this needs to address whether it is safe for them to return home following a disclosure. The young person will need practical help such as accommodation and financial support, as well as emotional support and information about their rights and choices.

Some families go to considerable lengths to find their children who run away, and young people who leave home are at risk of significant harm if they are returned to their family. They may be reported as missing by their families, but no mention is made of the reason. It is important that practitioners explore the underlying reasons before any decisions are made.

Private fostering

If a family is known to looking after somebody else's child (or have arranged for the child to be looked after by somebody else) then this is known by law as private fostering.

This law does **not** apply if the child is being looked after by a close relative, such as their:

- Grandparent;
- Step parent with parental responsibility;
- Brother or sister;
- Aunt or uncle.

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

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

Further information on SEND

Children and young people with special educational needs and disabilities can face additional safeguarding challenges because:

- There may be assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- Children with SEN and disabilities can be disproportionately impacted by things like bullying without outwardly showing any signs; and
- Difficulties may arise in overcoming communication barriers.

At Uplands, we identify pupils who might need more support to be kept safe or to keep themselves safe by:

- Ensuring that staff know and recognise students with SEND through the school's information system, through the use of student-centred passports and through regular advice and guidance issued by the SEN department;
- Establishing links with parents/carers and liaising regularly with other professionals (including other educational settings) and outside agencies to discuss any concerns, seek advice and put in support around the child;
- Monitoring student progress and investigating any sudden changes or unexplained differences in behaviour;
- Providing pro-active support for those identified as having additional needs to prevent them participating in risky behaviour;
- The school ethos, which promotes a positive, supportive, and secure environment to give students a sense of being respected and valued.

Further information on Preventing Radicalisation

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). This guidance will be updated further to reflect the implications of the Prevent duty, which is expected to come into force later in 2015.

The Counter-Terrorism and Security Act 2015 will also place a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act will require partners of Channel panels to co-operate with the

panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate.

Schools and colleges, which are required to have regard to Keeping Children Safe in Education, are listed in the Act as partners of the panel. The relevant provisions of the Act came into force on 12 April 2015 but many local authorities already have Channel panels set up in their area.

An East Sussex Channel Panel has been set and links to information and training can be found here:

<https://czone.eastsussex.gov.uk/supportingchildren/equality/Pages/ThePreventDuty.aspx>

Channel Training

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

- Identifying people at risk of being drawn into terrorism;
- Assessing the nature and extent of that risk, and;
- Developing the most appropriate support plan for the people concerned.

The Channel process is about safeguarding children, young people, and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from risk before a crime occurs.

You can complete a short general awareness course online here:

http://course.ncalt.com/Channel_General_Awareness/01/index.html

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

Sharing with colleagues:

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

Indicators of terrorist activity

Link to East Sussex Violent extremism prevent guidance and Operational guidance for Adult Social Care and Children's Services.

<https://czone.eastsussex.gov.uk/supportingchildren/equality/Pages/ThePreventDuty.aspx>

The Department for education has published The Prevent Duty Departmental advice for schools and childcare providers at:

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

East Sussex LSCB; Preventing Extremism and Radicalisation Safeguarding Policy for schools to be available on CZONE August 2015.

Self-harm and suicidal behaviour

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

Refer to the Pan-Sussex Child Protection and Safeguarding Procedures for guidance on recognition, reporting, and a child presenting at school.

<http://sussexchildprotection.procedures.org.uk/tkyyz/children-in-specific-circumstances/self-harm-and-suicidal-behaviour>

Child Missing from Education

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may raise concerns about child sexual exploitation.

We monitor attendance carefully and address poor or irregular attendance without delay. In response to the guidance in Keeping Children Safe in Education (2016) the school has:

1. Staff who understand what to do when children do not attend regularly;
2. Appropriate policies, procedures and responses for pupils who go missing from education (especially on repeat occasions);
3. The college takes regular checks of the parental information to ensure there are at least two emergency contact numbers for every child -
4. Staff who know the signs and triggers for travelling to conflict zones, FGM and forced marriage;
5. Procedures to inform the local authority when we plan to take pupils off-roll when they:
 - a. Leave school to be home educated;
 - b. Move away from the school's location;
 - c. Remain medically unfit beyond compulsory school age;
 - d. Are in custody for four months or more (and will not return to school afterwards); or
 - e. Are permanently excluded.
6. See the attendance policy and notification of absence

We will ensure that pupils who are expected to attend the school, but fail to take up the place will be referred to the local authority.

When a pupil leaves the school, we will record the name of the pupil's new school and their expected start date.

Recognition – what to look for

Staff members should refer to the detailed information about the categories of abuse and risk indicators in the <http://sussexchildprotection.procedures.org.uk/page/contents> for further guidance.

In an abusive relationship, the child may:

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

In an abusive relationship, the parent or carer may:

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

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

When the school place a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil. The school will obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.

Allegations of abuse made against other children

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 students.
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.

Safeguarding allegations - peer-on-peer

Staff should be aware that safeguarding issues could manifest themselves via peer on peer abuse. This is most likely to include, but not limited to bullying (including cyber bullying), gender based violence/sexual assaults and sexting.

Abuse is abuse and should never be tolerated or passed off as "banter" or "part of growing up". Different gender issues can be prevalent when dealing with peer on peer abuse. This could for example include girls being sexually touched/assaulted or boys being subject to initiation-type violence.

At Uplands, 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 students. We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

Occasionally, allegations may be made against students by others 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. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

Examples of safeguarding issues against a pupil could include:

Physical Abuse

- Violence, particularly pre-planned;
- Forcing others to use drugs or alcohol.

Emotional Abuse

- Blackmail or extortion;
- Threats and intimidation.

Sexual Abuse

- Indecent exposure, indecent touching or serious sexual assaults;
- Forcing others to watch pornography or take part in sexting.

Sexual Exploitation

- Encouraging other children to attend inappropriate parties;
- Photographing or videoing other children performing indecent acts.

The allegation:

- Is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil;
- Is of a serious nature, possibly including a criminal offence;
- Raises risk factors for other pupils in the school;
- Indicates that other pupils may have been affected by this student;
- Indicates that young people outside the school may be affected by this student.

At Uplands, we will support the victims of peer on peer abuse by:

- The incident should be referred to the DSL as soon as possible;
- The DSL should hold an initial review meeting with appropriate school staff;
- There should be subsequent interviews with the young people involved (if appropriate);
- Parents should be informed at an early stage and involved in the process unless;
- There is good reason to believe that involving parents would put the young person at risk of harm.
- Relevant sanctions should be applied to the perpetrator

At any point in the process if there is a concern a young person has been harmed or is at risk of harm a referral should be made to children's social care and/or the police immediately.

Sexual violence and sexual harassment between children in schools and colleges

Context

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.

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. 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.

Staff should 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.

What is Sexual violence and sexual harassment?

Sexual violence

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 2003 as described below:

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.

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.

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. 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

The response to a report of sexual violence or sexual harassment

The 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.

Any child under the age of 13 cannot give consent.

Sexting

In cases of 'sexting' we follow guidance given to schools and colleges by the [UK Council for Child Internet Safety \(UKCCIS\)](#) published in August 2016: 'Sexting in schools and colleges, responding to incidents, and safeguarding young people'.

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

Minimising the risk of safeguarding concerns towards pupils from other pupils

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

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

What to do

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

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

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

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

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

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

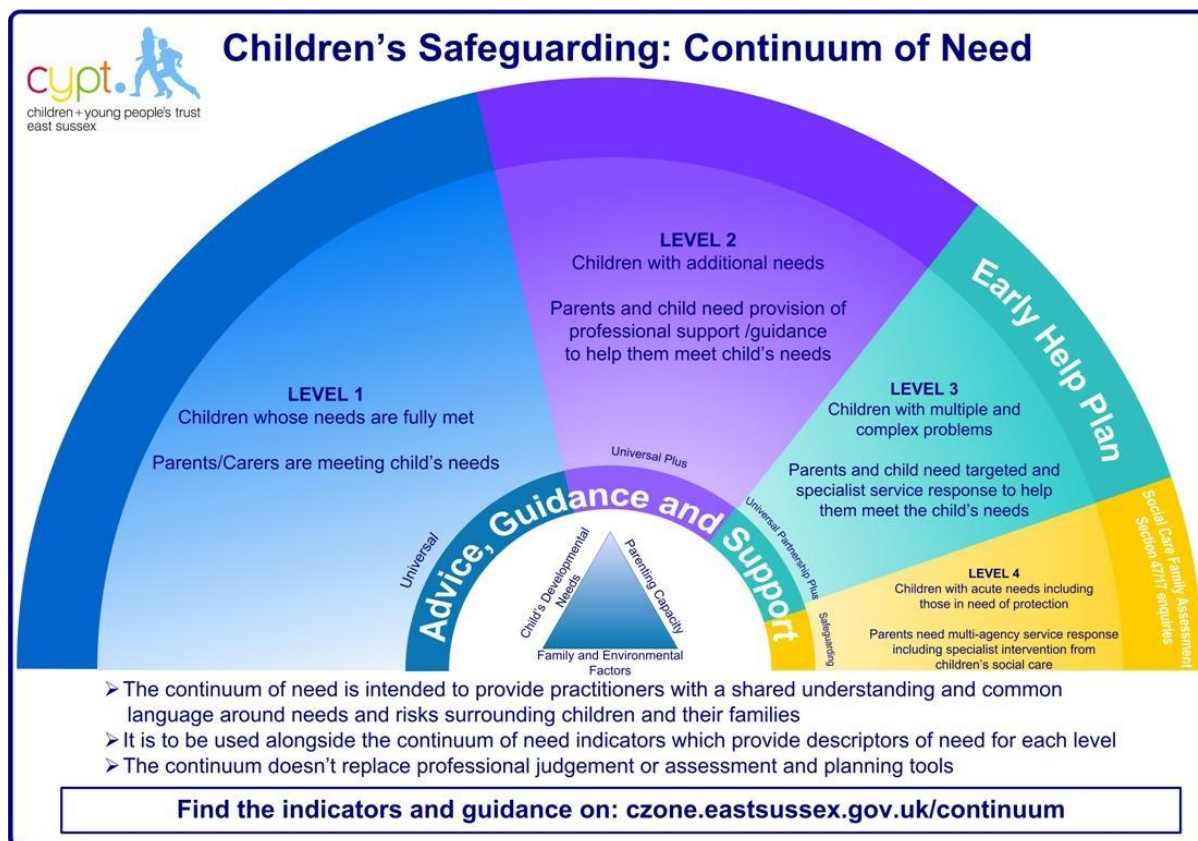
In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.

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

Safeguarding children continuum of need

1. The Safeguarding Children Continuum of Need has been developed so that everyone working with children in East Sussex has a common language for understanding the needs and risks surrounding children and their families;
2. For example, if the school has concerns about a child and needs advice or support from a Duty and Assessment social worker, they will use the Continuum of Need as a guide to understand the school's concerns and provide advice about what to do or to decide whether the child and family need social care involvement. The Continuum of Need does not replace professional judgement, but it is intended to support decision-making and discussions between services and practitioners;
3. It is important that staff members are familiar with the Continuum of Need tool. It comes in two parts – a windscreen tool showing levels of need (see below) and an indicator tool describing a range of conditions about the child and family that the school (and other practitioners the school has discussions with) can use to identify their level of need;
4. The Continuum of Need tool, including the windscreen and indicators, and detailed guidance are available on Czone at <https://czone.eastsussex.gov.uk/partnerships/familykeywork/thrive/Pages/Continuum.aspx>;

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



6. The Continuum of Need identifies four levels of need.

Level 1:

- Children who are achieving expected outcomes;
- Their needs are met by their parents and by accessing universal services such as health and education;
- They do not have additional needs.

Level 2:

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

Level 3:

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

Level 4:

- Children with acute needs, including those in need of protection;
 - Children and parents need multi-agency responses, which include specialist intervention from Children’s Social Care through the family assessment process.
7. By referring to the Continuum of Need and indicators, the school can identify when assessment and support for a child and family need 'stepping up' to a referral to Social Care and when the needs of a child and their family have been reduced enough for them to be 'stepped down' to early help services.

What action to take if you have concerns about a child

Staff member	What action to take if you have concerns
Any member of staff, governor, volunteer, contractor or activity provider	<ol style="list-style-type: none"> 1. Discuss your concerns with the DSL (Mrs C. Kelly or Mrs C. Sargeant), or in their absence, with the Deputy DSL (Mrs L. Vallejo/ Mrs J. Upstone), as soon as possible, before the child leaves for the day. It is important that the child not be sent home at the end of the day without taking the right protective action. 2. Complete the child protection incident/welfare concern form and pass it to the DSL. This form should be completed as soon as possible or an outline of the concern emailed to the DSL within 10 minutes of speaking to the child. 3. The form will be checked and assigned to a DSL to review. 4. All forms will be logged on the spreadsheet 5. If the DSL or their deputy is not available, you should contact the Children’s Social Care Duty and Assessment Team yourself for a consultation about the action you need to take. Inform the DSL about your consultation and what actions you have taken.
Designated safeguarding lead	<p>1. You are concerned that the child is at risk of significant harm (Level 4 of the Continuum of need)</p> <ol style="list-style-type: none"> 1.1 Contact the relevant Duty and Assessment Team immediately. 1.2 If you believe that the child is in immediate danger, or you suspect a crime has been committed, you must also contact the police immediately. 1.3 If the Duty and Assessment Team accepts your contact as a referral, send them a completed statement of referral (available from the http://sussexchildprotection.procedures.org.uk/) within 24 hours. 1.4 The Duty and Assessment Team may decide, in discussion with you, that the child’s needs are at Level 2 or 3 of the Continuum of Need and the school is better placed to provide support. See points 2.5 and 2.6 below for further action. 1.5 Record all your discussions and decision-making on the child protection incident/welfare concern form sent by the staff member who contacted you originally. Add it and a copy of the statement of referral to the child’s file. If the child does not have a stand-alone child protection file, you will need to create one including a front sheet. Update or start the chronology. Continue to update the child’s file and chronology as the investigation and the resulting work carry on.

2. You believe the child is not at risk of significant harm, but the child or their family may need support (Level 2 or 3 of the Continuum of Need)

2.1 Use the Continuum of Need tool to identify the level of need.

2.2 Discuss your concerns with senior colleagues in another agency, if necessary.

2.3 Contact the Duty and Assessment Team for a consultation, without necessarily identifying the child in question, in order to develop an understanding of the child's needs and circumstances.

2.4 If the Duty and Assessment Team accepts your contact as a referral for social care assessment, send them a completed **statement of referral within 24 hours**, as above.

2.5 If your consultation results in the decision that the child and family are in need of help at Level 2 or 3 of the Continuum of Need, provide additional support in the school and/or refer the child or their family to other agencies providing **early help services**.

2.6 Record all your consultations and decision-making on the **child protection incident/welfare concern form** sent by the staff member who contacted you originally. Update or start the chronology and add referral letters and forms to the child's file; create a stand-alone file including a front sheet, if one does not exist. Continue to update the file, including the chronology, as work progresses.

Dealing with a disclosure made a by a child – advice for all members of staff

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

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

Discussing concerns with the family and child – advice for the designated safeguarding lead

1. In general, you should always discuss any concerns the school may have with the child's parents. They need to know that you are worried about their child. However, you should not discuss your concerns if you believe that this would place the child at greater risk or lead to loss of evidence for a police investigation;
2. **If you make a decision not to discuss your concerns with the child's parents or carers** this must be recorded in the child's child protection file with a full explanation for your decision;
3. **It is important to consider the child's wishes and feelings**, if age appropriate, as part of planning what action to take in relation to concerns about their welfare.
4. When talking to children, you should take account of their age, understanding and preferred language, which may not be English. It is also important to consider how a disabled child may need support in communicating;
5. How you talk to a child will also depend on the substance and seriousness of the concerns. You may need to seek advice from Children's Social Care or the police to ensure that neither the safety of the child nor any subsequent investigation is jeopardised;
6. If concerns have arisen as a result of information given by a child, it is important to reassure the child but not to promise confidentiality;
7. **It is expected that you discuss your concerns with the parents and seek their agreement to making a referral to Children's Social Care, unless you consider that this would place the child at increased risk of significant harm.**
8. **You do not need the parents' consent to make a referral if you consider the child is in need of protection**, although parents will ultimately be made aware of which organisation made the referral;
9. If parents refuse to give consent to a referral but you decide to continue, you need to make this clear to Children's Social Care;
10. **If you decide to refer the child without the parents' consent, make sure to record this with a full explanation of your decision;**
11. When you make your referral, you should agree with Children's Social Care what the child and parents will be told, by whom and when;
12. See section 11 below for guidance on information sharing and consent.

Early help for children and families

1. Most parents can look after their children without the need of help other than from their family or friends. However, some parents may need additional help from our school or other services such as the NHS. Providing help early is more effective in promoting the welfare of children than reacting later;
2. Our school will work together with other agencies to provide a coordinated offer of early help, in line with *Working Together to Safeguard Children 2018* and local guidance, to any child who needs it;
3. We will pool our knowledge within the school and with other agencies about which families or children need additional support in a range of ways so that we can work out how best to help them. We will use the <https://czone.eastsussex.gov.uk/partnerships/familykeywork/thrive/Pages/Continuum.aspx> to identify what level of need the child or their family has;
4. We will work closely with targeted early help services and Children's Social Care if we feel families need more support and input, or children are at risk of harm, and we will continue to provide support if other services are also needed;

5. **Targeted early help services** are aimed specifically at helping families with children and young people whose needs are at Level 3 on the Continuum of Need. There are three main services in East Sussex:
 - **Children’s Centre Keywork and Health Visiting (for children aged 0 to 5 years)** work closely through the Good Start programme to agree what support is needed for families with children in this age range;
 - **Family Support Keywork Services (for children aged 5 to 13 years)** work across the county with schools and academies to provide coordinated support for families. They are based on the previous Parent Support Advisor, COPES and Inclusive Learning Tutor services;
 - **Targeted Youth Support Service (for children and young people aged 11 to 19 years)** works closely with secondary schools, academies, and colleges.
6. Targeted support is also provided by family keyworkers in specialist services, for example Probation, Sussex Police, the ISEND, and by School Nurses and Family Support Health Practitioners. These services may lead a plan of support in a similar way to targeted early help services;
7. Our school will refer any child with needs at Level 3 on the Continuum of Need to a targeted early help service and work with the service in any early help planning they may undertake to support the child;
8. We will talk to the family about referral to a targeted early help service and explain that there may be a need to involve other professionals, including talking to a social worker about our concerns. We will seek the family’s consent for the referral;
9. If the family does not consent to an early help service, we will make a judgement about whether the needs of the child will escalate or the child will become unsafe without help. If our judgement is that the needs or concerns will escalate, then we will contact the Children’s Social Care Duty and Assessment Team in our area for a consultation with a qualified social worker in order to make a shared decision about whether the level of concerns calls for a referral to Children’s Social Care.

Children’s-social-care-led responses to concerns about a child

1. Once Children’s Social Care has accepted our referral as needing a social-care-led response (Level 4 of the Continuum of Need), a senior social work practitioner, and their manager will evaluate the concerns to identify the sources and levels of risk and to agree what protective action may be necessary.
2. The evaluation of concerns and risks involve deciding whether:
 - a. The child needs immediate protection and urgent action is necessary; or
 - b. The child is suffering, or at risk of suffering, significant harm and enquiries need to be made under section 47 of the Children Act 1989; or
 - c. The child is in need and should be assessed under section 17 of the Children Act 1989.
3. We will cooperate with Children’s Social Care and the police in any emergency action they take using their legal powers for immediate protection of the child. This may involve removing the child from their home.
4. We will participate in any multi-agency discussions (strategy discussions), if invited to do so, and share information about the child and their family to plan the response to concerns.
5. We will share information about the child and their family for section 47 enquiries and family assessments undertaken by Children’s Social Care.
6. We will ensure that a relevant staff member participates in all initial and review child protection conferences, if we are invited to attend. The staff member will work together with other agencies to discuss the need for and agree to an outcome-focused

child protection plan and will ensure that the child's wishes and views are considered in their own right in planning.

7. If we are members of the core group to implement a child protection plan, we will ensure a relevant staff member participates in all core group meetings.
8. We will ensure that we complete all actions allocated to us as part of the outcome-focused plan, whether a child protection plan or a family support plan, in a timely way.
9. We will continue to monitor children once their plans are ended to ensure that they are supported and kept safe.

Information sharing and consent

1. It is essential that people working with children can confidently share information as part of their day-to-day work. This is necessary not only to safeguard and protect children from harm but also to work together to support families to improve outcomes for all.
2. The school may have to share information about parents or carers, such as their medical history, disability, or substance misuse issues, for investigations of child abuse carried out by Children's Social Care.
3. We will proactively seek out information as well as sharing it. This means checking with other professionals whether they have information that helps us to be as well informed as possible when working to support children.
4. The Data Protection Act 1998 is not a barrier to sharing information. It is there to ensure that personal information is managed in a sensible way and that a balance is struck between a person's privacy and public protection.
5. We should be sharing any concerns we have with parents at an early stage, unless this would put a child at greater risk or compromise an investigation. Parents need to know what our responsibilities are for safeguarding and protecting children and that this involves sharing information about them with other professionals.
6. Be clear about the purpose of sharing confidential information and only share as much as you need to achieve your purpose.
7. Try to get consent from parents (or the child, if they have sufficient understanding¹) to share information, if possible. However, **you do not need consent if you have serious concerns about a child's safety and well-being. If you decide to share information without consent, you should record this with a full explanation of your decision.**
8. **Consent should not be sought from parents or carers (or the child, if they have sufficient understanding), if:**
 - a. It would place a child at increased risk of harm; or
 - b. It would place an adult at risk of serious harm; or
 - c. It would prejudice a criminal investigation; or
 - d. It would lead to unjustified delay in making enquiries about allegations of significant harm to a child; or
 - e. Required by law or a court order to share information.
9. **Consent is not necessary** in cases where Children's Social Care are making child protection enquiries under section 47 of the Children Act 1989. Information needs to be shared with Children's Social Care; staff members must make sure to record what information has been shared.
10. **Consent is necessary**, for:

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

- a. Children's Social Care investigations or assessments of concerns under section 17 of the Children Act 1989. Children's Social Care will assume that we have obtained consent from the parents to share information unless we make them aware that there is a specific issue about consent. This must be discussed with a social worker in the Duty and Assessment Team.
 - b. Early help assessments. Assessments are undertaken with the agreement of the child and their parents or carers.
11. If you are in any doubt about the need for seeking consent, get advice from the DSL or from the Children's Social Care Duty and Assessment Team.
 12. Keep a record of your decision to share information, with or without consent, and the reasons for it. Remember also that it is just as important to keep a record of why you decided not to share information as why you did so.

Record keeping

1. Good record keeping is an important part of the school's accountability to children and their families and will help us in meeting our key responsibility to respond appropriately to welfare concerns about children.
2. Records should be factual, accurate, relevant, up to date, and auditable. They should support monitoring, risk assessment and planning for children, and enable informed and timely decisions about appropriate action to take.
3. All staff members, governors, volunteers, contractors and activity providers should ensure that they record and report safeguarding concerns in line with guidance from the East Sussex Local Safeguarding Children Board (LSCB) – [*Keeping Records of Child Protection and Welfare Concerns: Guidance for Early Years Settings, Schools and Colleges, January 2014.*](#)
4. The DSL will ensure that records are maintained appropriately for children with safeguarding concerns and that stand-alone files are created and maintained in line with requirements of the above guidance.

Professional challenge and disagreements

1. Working with children and families, and in particular child protection work, is stressful and complex, as well as involving uncertainty and strong feelings. To ensure that the best decisions are made for children, we need to be able to challenge one another's practice.
2. We will promote a culture within our school that enables all staff members to raise, without fear of repercussions, any concerns they may have about the management of child protection in the school. This may include raising concerns about decisions, action, and inaction by colleagues about individual children. If necessary, staff members will speak with the designated safeguarding lead, the Headteacher, the chair of governors or with the Local Authority Designated Officer.
3. Cooperation across agencies is crucial; professionals need to work together, using their skills and experience, to make a robust contribution to safeguarding children and promoting their welfare within the framework of discussions, meetings, conferences, and case management.
4. If there are any professional disagreements with practitioners from other agencies, the DSL or the Headteacher will raise concerns with the relevant agency's safeguarding lead in line with guidance in the <http://sussexchildprotection.procedures.org.uk/>
5. If the school disagrees with the child protection conference chair's decision, the DSL or the Headteacher will consider whether they wish to challenge it further and raise the matter with Children's Services Head of Safeguarding.

Safer recruitment

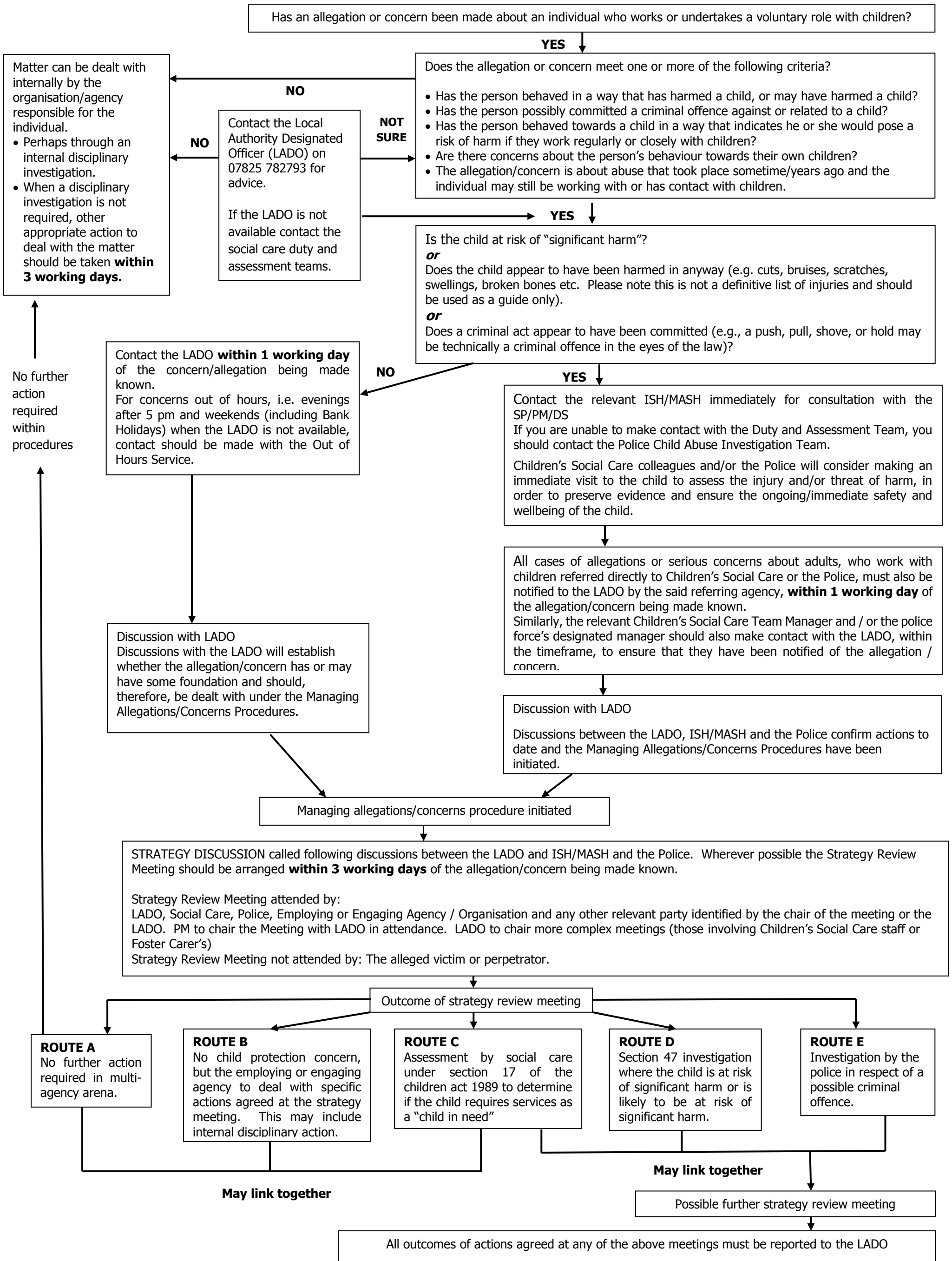
1. Our school has robust recruitment and vetting procedures to help prevent unsuitable people from working with children;
2. Our job advertisements and application packs make explicit reference to the school's commitment to safeguarding children, including compliance with the Disclosure and Barring Service (DBS) process and clear statements in the job description and person specification about the staff member's safeguarding responsibilities;
3. All staff members who have contact with children, young people, and families will have appropriate pre-employment checks in line with Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2016;
4. At least one member on every short listing and interview panel will have completed safer recruitment training. The Headteacher is responsible for ensuring that safer recruitment training is kept up to date;
5. The Headteacher and the nominated governor for child protection are responsible for ensuring that our **single central record** is accurate and up to date.

Procedure for managing allegations of abuse made against school staff members and volunteers

1. Our aim is to provide a safe and supportive environment, which secures the well-being and very best outcomes for the children at our school. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made;
2. Allegations sometimes arise from a differing understanding of the same event, but when they occur, they are distressing and difficult for all concerned. We also recognise that many allegations are genuine and there are some adults who deliberately seek to harm or abuse children;
3. We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in Part 4 of Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2016 are adhered to and will follow the flow chart in Appendix C;
4. If an allegation is made or information is received about an adult who works in our setting, which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Headteacher immediately. Should an allegation be made against the Headteacher, this will be reported to the Chair of Governors. In the event that neither the Headteacher nor Chair of Governors is not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Headteacher or the Vice Chair of Governors;
5. The Headteacher or Chair of Governors will follow the flow chart in Appendix C. No member of staff or the governing board will undertake further investigations before receiving advice from the DAT or LADO;
6. Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors should follow the flow chart in Appendix C and make the appropriate contact direct;
7. **Supporting people:**
 - The school together with Children's Social Care and the police, if they are involved, will consider the impact on the child concerned and provide support as appropriate.
 - The Headteacher will ensure that the child and family are kept informed of the progress of the investigation.

- The Personnel Advisory Team will be contacted at the earliest opportunity for advice in relation to the investigation of any allegation in line with the Councils' Disciplinary Policy, where appropriate.
 - The staff member who is the subject of the allegation will be advised to contact their union, professional association or a colleague for support, (depending on the outcome of the safeguarding strategy meeting which is normally chaired by the LADO).
 - The Personnel Advisory Team will ensure that the staff member is provided with appropriate support, if necessary, through occupational health or welfare arrangements.
 - The Headteacher will appoint a named representative to keep the staff member updated on the progress of the investigation; this will continue during any police or section 47 investigation or disciplinary investigation.
8. The school has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or The Personnel Advisory Team.

Appendix C: managing allegations/concerns about individuals who work with children



East Sussex County Council

Children Missing

Education

Policy and Procedures

Last Updated: August 2017

Next Review: August 2018

Introduction

- 1.1 This policy clarifies the responsibilities of all staff working in schools (including their governing bodies) and the Local Authority (LA) in ensuring that all children and young people are given the opportunity to access appropriate and suitable education provision. Following changes in September 2016 by government this now includes independent educational establishments.
- 1.2 The focus of this policy relates directly to Children Missing from Education (CME). However, this should be recognised as being a part of the Local Authorities' broader remit to safeguard and promote the welfare of children within East Sussex.
- 1.3 Children Missing from Education are among the most vulnerable in society. It is therefore paramount that practitioners in all services collaborate to efficiently identify and engage children into appropriate education provision at the earliest possible opportunity. This includes supporting other Local Authorities who have reason to believe a child from their area may be in East Sussex.
- 1.4 The Education Act 1996 places a duty on Local Authorities to make arrangements to enable them to establish (so far as it is possible to do so) the identities of children residing in their area who are not receiving a suitable education.
- 1.5 The duty does not strictly include children who are registered at school but are failing to attend regularly. However, it must be recognised that experience demonstrates these children are often extremely vulnerable and are **at risk of becoming missing**. Consequently, it is paramount that this category of children is adopted within this policy and should be a key focus for prevention, in particular those children who are persistently absent. This duty also applies to Elective Home Education (EHE) families who after repeated attempts of contact have failed to respond to our requests of communication.

Context

- 1.6 The Department for Education (DfE) defines CME as - *all children of compulsory school age who are not on a school roll, nor being educated otherwise (e.g. privately or in an alternative provision) and who have been out of any educational provision for a substantial period of time (usually four weeks or more),*
- 1.7 The overarching purpose of this policy and its relative procedures is to clearly set out principles which **all** Schools, Academies, and agencies should subscribe to. It is underpinned by the local safeguarding board procedures and national CME guidance to ensure the LA can fulfil its statutory duty to;
 - Provide a rapid response when a CME is identified;
 - Develop robust procedures to ensure systems in place can swiftly identify CME;
 - Support strategies to prevent and minimise the possibility of CME.
- 1.8 There are specific points when children are at most risk of becoming CME;
 - Children not registered at a school when reaching statutory school age or transferring;
 - Children not registered at a school when arriving in East Sussex for the first time;
 - Schools off rolling without following the off rolling procedures.

1.9 Children who are disengaged from education, whether not being registered in provision or children persistently absent are at significant risk of exposure to harm. They may be at significant risk of Child Sexual Exploitation (CSE), forced marriage, teenage parenthood, mental health, substance misuse, Female Genital Mutilation (FGM), criminal and anti-social behaviour. This list is not exhaustive.

1.10 Certain groups of children are at higher risk of becoming CME:

- Children who have had difficulties in school, particularly with attendance or bullying;
- Children experiencing adverse family circumstances such as domestic violence;
- Highly mobile families such as Gypsy Roma, Travellers and Migrant families;
- Unknown / unregistered Electively Home Educated children.

Further information can be found on page 6 of the [DFE's statutory guidance](#)

Reducing the risk of children going missing from education

1.11 This policy sets expectations for there to be a multi-agency approach to identifying CME and the expectation extends to all Schools, Academies, and agencies to ensure timely CME referrals are made using the appropriate procedure.

1.12 Schools should exercise appropriate measures to reduce children disengaging from education, using robust attendance monitoring and support referrals for attendance, behaviour, anti-bullying and reintegration. Within appropriate referrals, there is scope for drawing down additional support including Family Key Work support and Social Care referrals.

1.13 CME staff will proactively interrogate information and databases to support early identification of children either missing education or at risk of doing so. This will include conducting register inspections in schools to ensure defined procedures are followed in respect of attendance management and removing children from school rolls, and inspection of part-time tables.

Responsibilities for action

1.14 In East Sussex, Local Authority responsibilities for CME sit within the Education Support, Behaviour, and Attendance Service.

1.15 Appropriate CME staff will co-ordinate responses to referrals and also continually review and develop procedures to ensure all CME can be identified efficiently.

The contact details below should be used for any queries relating to CME;

Children Missing Education
St Mark's House
14 Upperton Road
Eastbourne
BN27 2JQ

Telephone: 01323 464 373
Email: cme@eastsussex.gov.uk

1.16 In the East and the West of East Sussex, there are monthly meetings relating to children who go missing from home/care (MISPER) and children who are being or at risk of being sexually exploited (MACSE). ESBAS attends the MISPER/MACSE meetings and holds responsibility for

the input of education information and any other relevant intelligence that may be held.

Information sharing

- 1.17 Sharing information is vital for early intervention to ensure that children receive the services that they require, to protect them from harm. Agencies and professionals have a responsibility to provide a duty of care which includes the duty to share and exchange information, particularly in terms of Child Protection. In these circumstances there should be no barriers to the sharing of information so that a proper assessment can be made. Information sharing also falls under the Fair Processing Notice (Privacy Notice) and Education (Pupil Information) (Wales) Regulations 2004 as amended in 2007, and secure systems are used to share personal information
- 1.18 The Local Authority has agreement with schools in regard to the sharing of absence data. All schools and Academies (including Free Schools and Studio Schools) should submit two absence reports each term (6 per year). The first required report is the Group Analysis Report for the whole school. The second report is information supplied through the Persistent Absence workbook. This information is used, in part, to help early identification of CMEs and those young people that may be vulnerable to CSE. Schools who have queries relating to the supply of attendance data can contact ESBAS@eastsussex.gov.uk

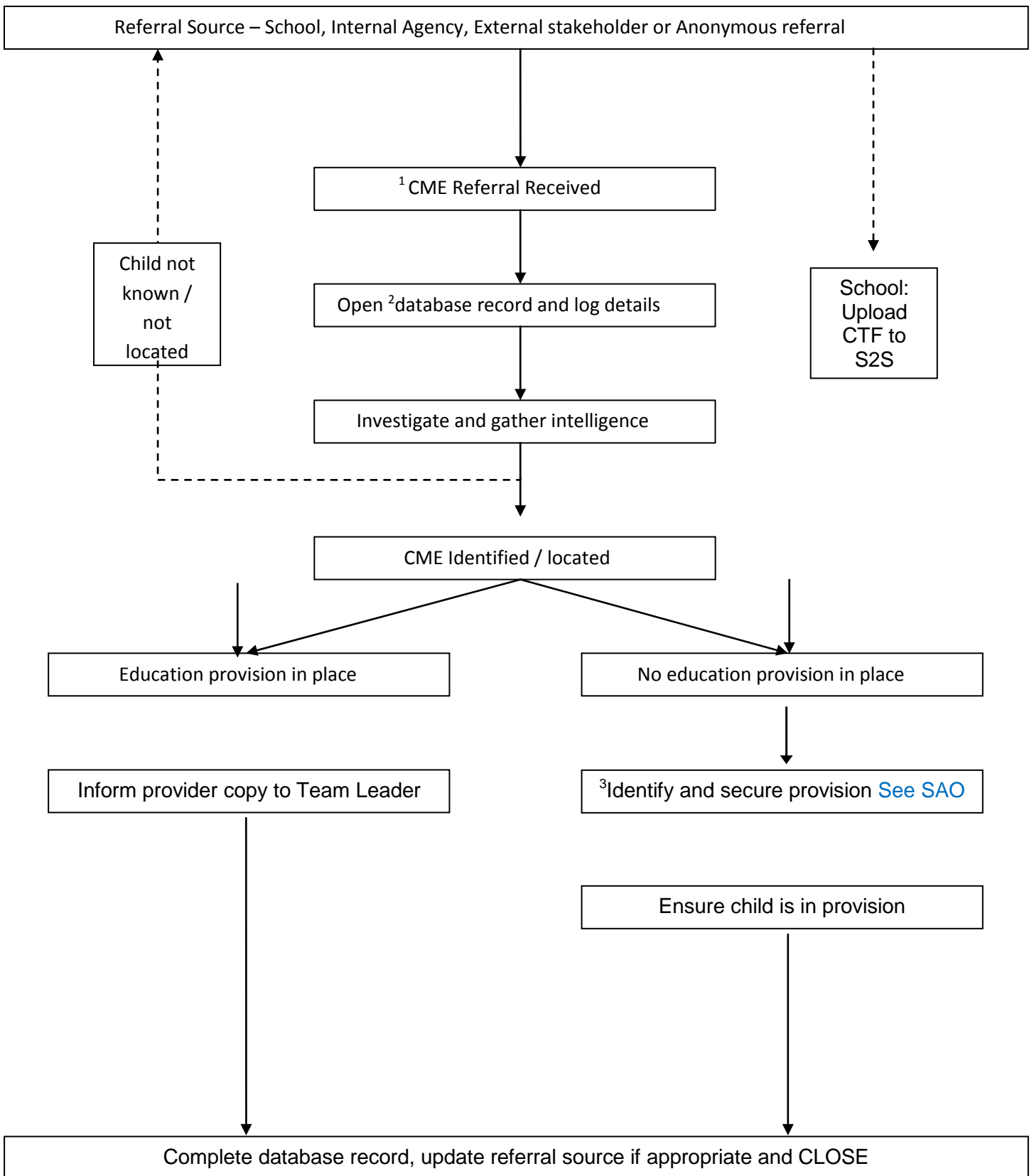
Further information

Further sources of useful relevant information can be found on Page 9 of the [DFE's Statutory Guidance last updated September 2016](#)

Children Missing Education Procedures

- Appendix 1 CME Referral Process (Internal)
- Appendix 2 CME Referral Process (Outbound)
- Appendix 3 School Attendance Order Process
- Appendix 4 Off Roll Logging Process
- Appendix 5 Register Inspection (CME Element)
- Appendix 6 Emigration Safeguarding Process
- Appendix 7 Terminology
- Appendix 8 Multi-agency Network

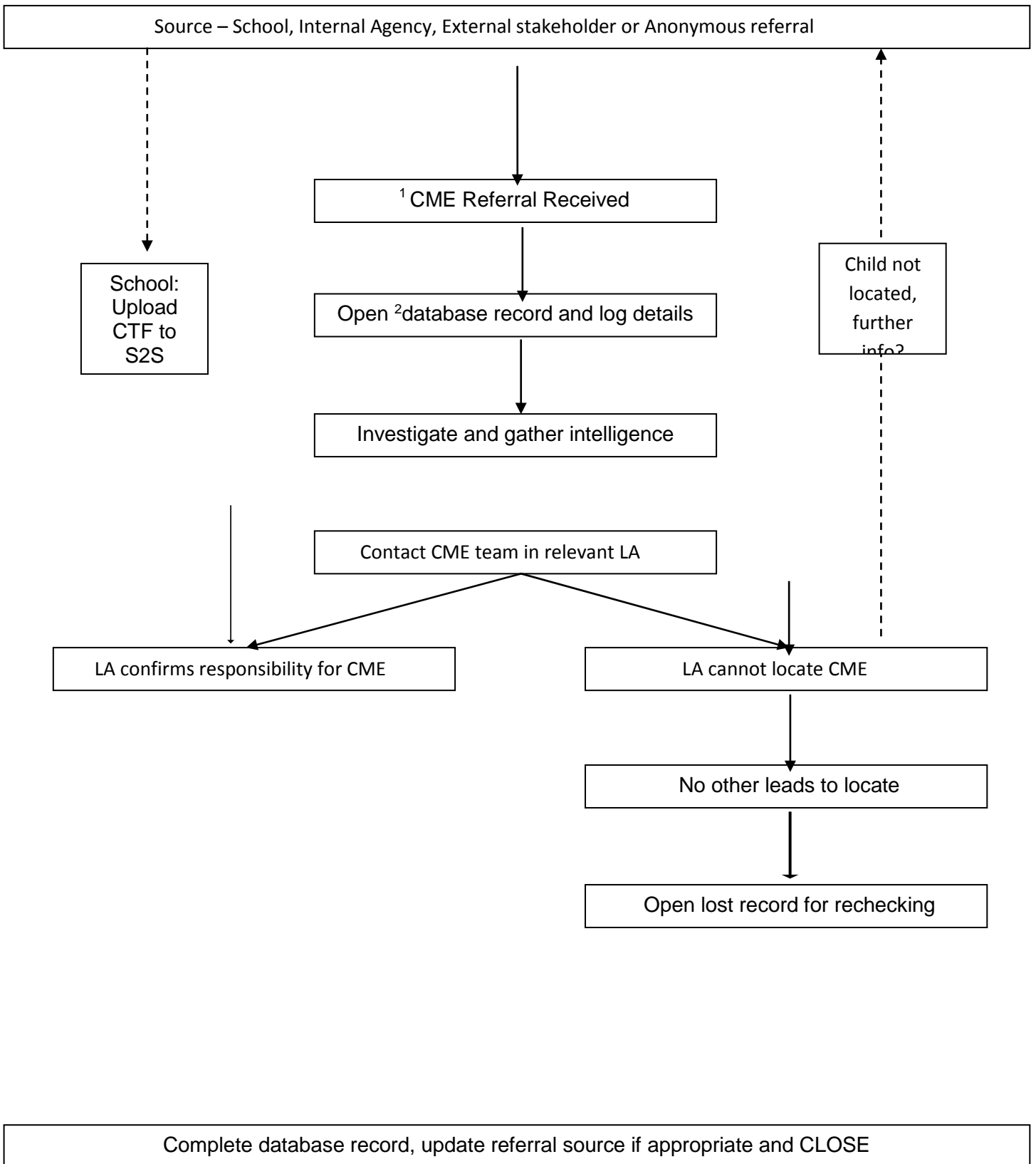
APPENDIX 1 – CME Referral Process (Internal and Inbound)



¹ Referrals from schools should be via the online Eform situated on Czone. External stakeholders or anonymous referrals from members of the public can refer via multiple methods including; Phone calls, email, S2S and in the case of some Local Authorities an outbound CME enquiry form

- ² Database refers to local East Sussex case management system within ISEND, Behaviour & Attendance Service.
- ³ Provision is sourced via school admissions in most cases, however SEND will allocate for EHCPs

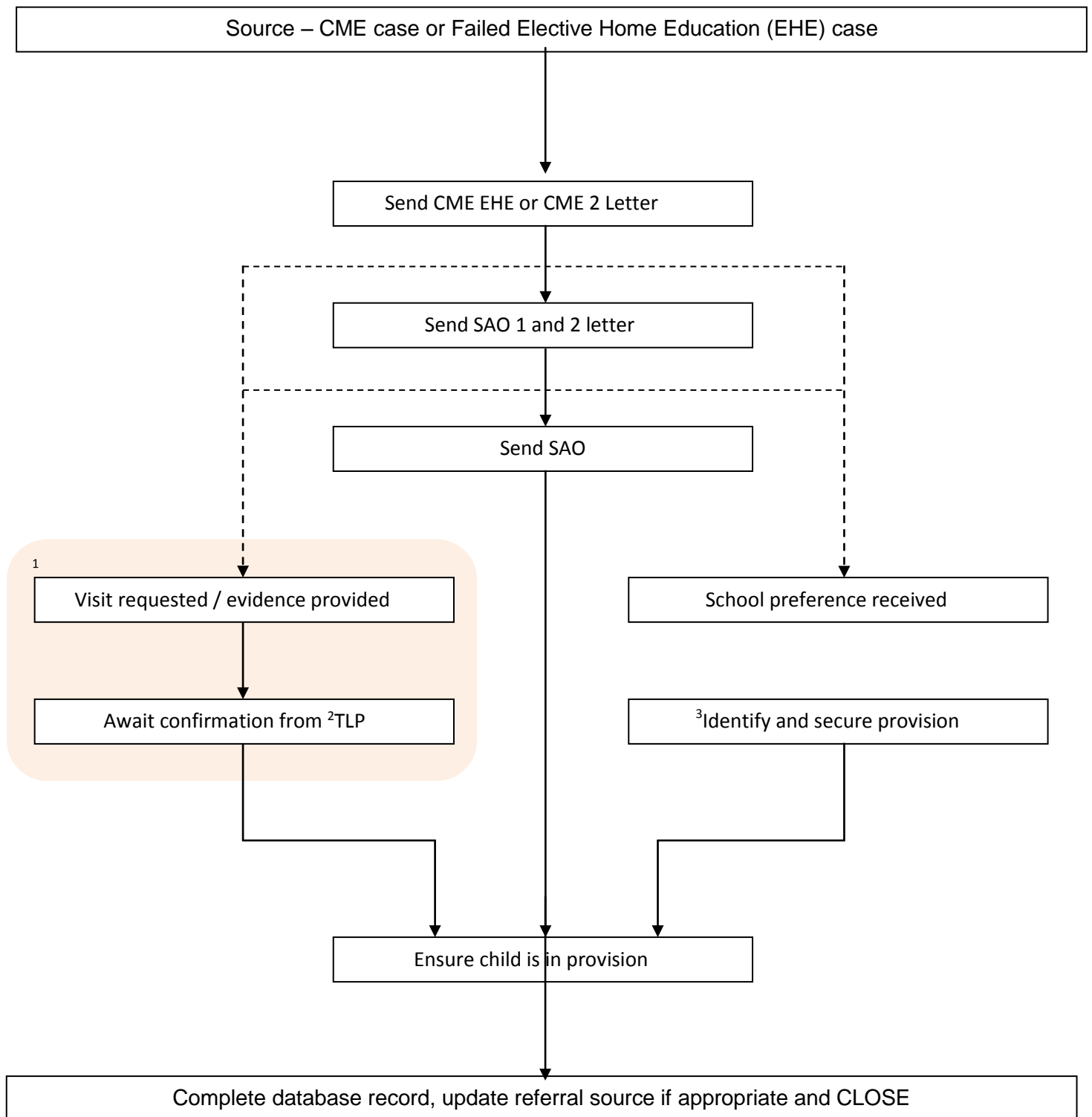
APPENDIX 2 – CME Referral Process (Outbound)



APPENDIX 3 – School Attendance Order (SAO) Process

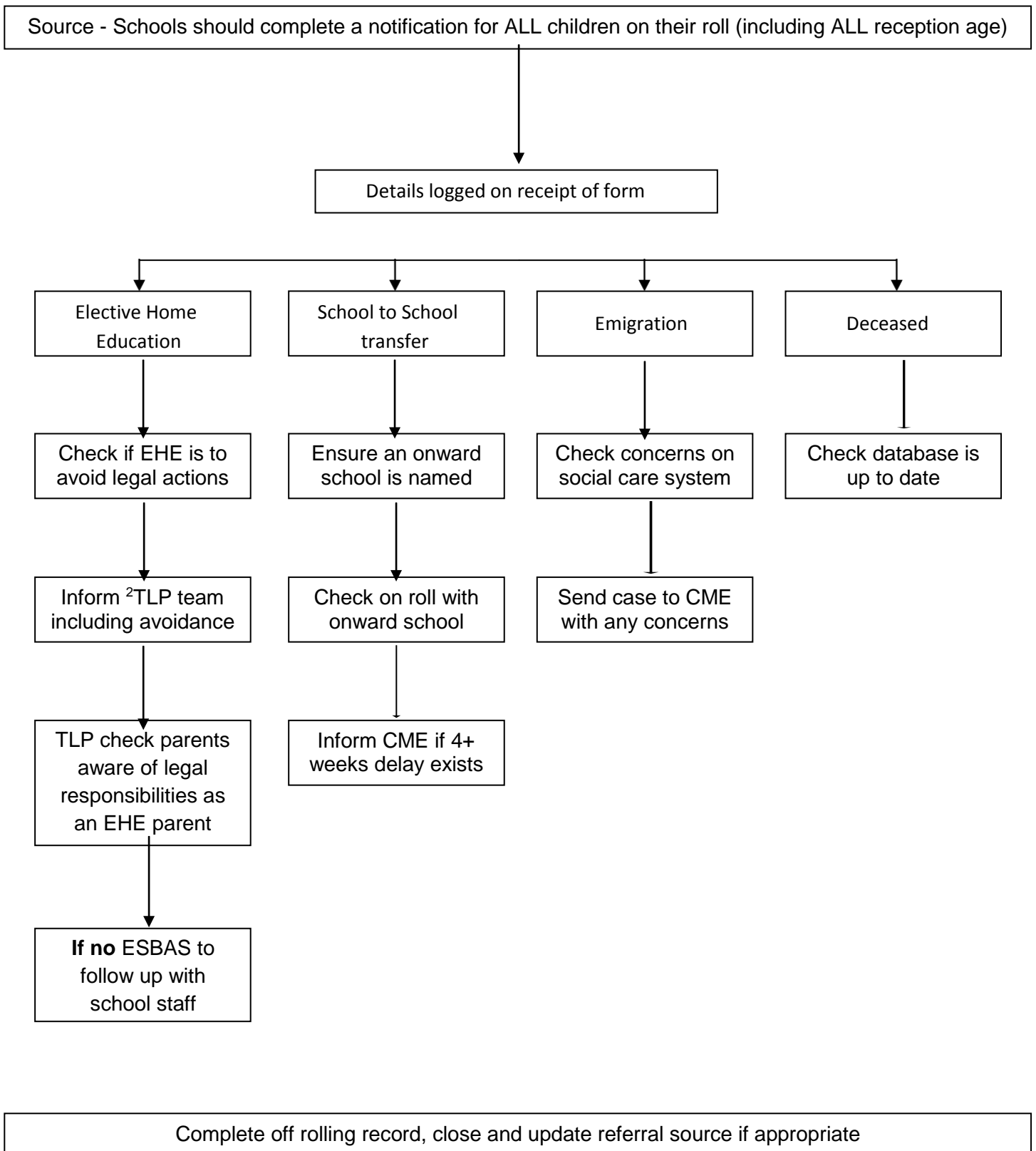
- ¹ Referrals from schools should be via the online Eform situated on Czone. External stakeholders or anonymous referrals from members of the public can refer via multiple methods including; Phone calls,
- ² Database refers to local East Sussex case management system within ISEND, Behaviour & Attendance Service.

APPENDIX 3 – School Attendance Order (SAO) Process



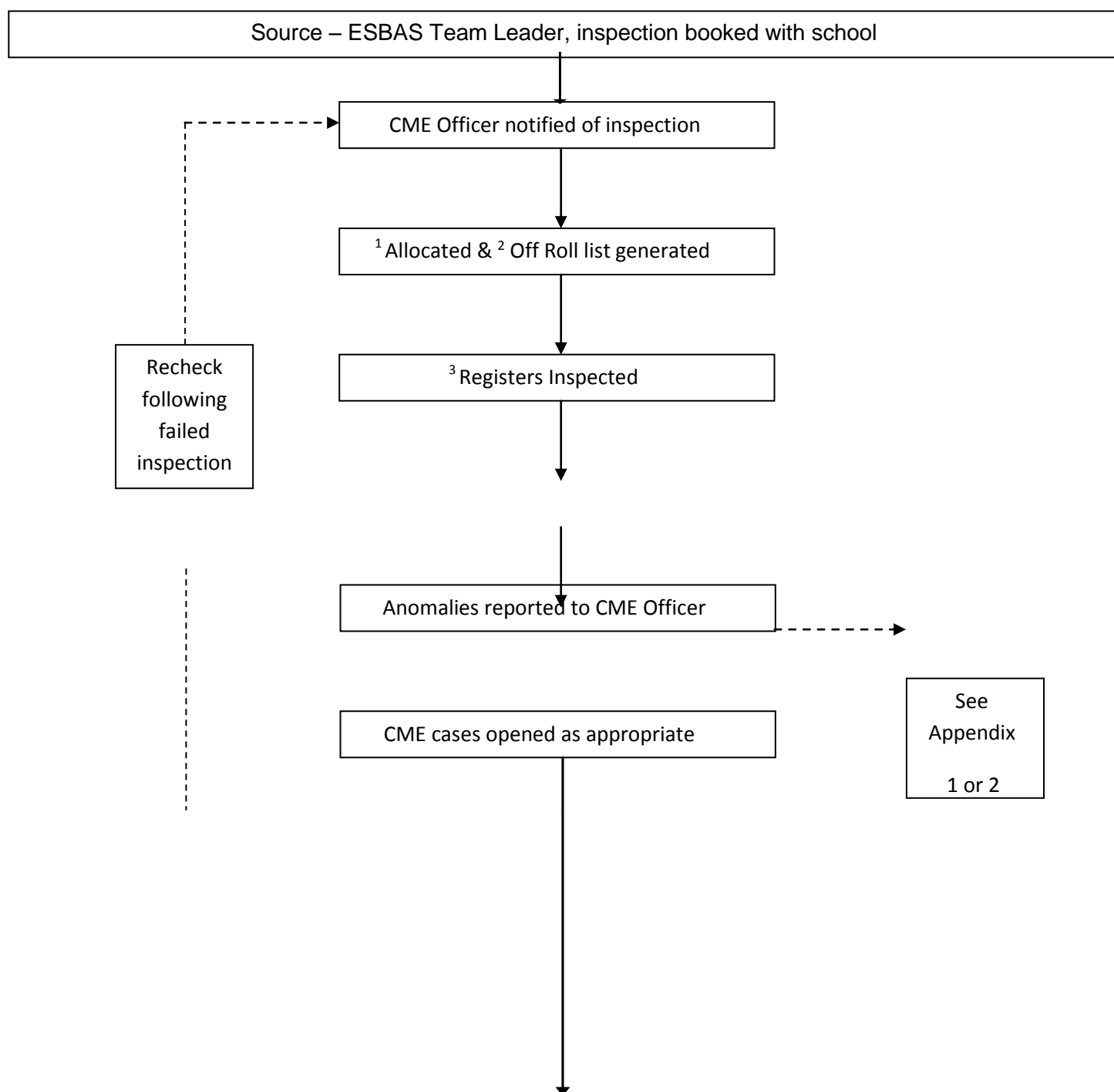
- ¹ This only forms part of the process where elective home education could not be verified because visits were not granted by the family and evidence of work was not provided
- ² Teaching and Learning Provision
- ³ Provision is sourced via school admissions in most cases, however SEND will allocate for EHCPs

APPENDIX 4 – Off-Roll Logging Process



- ¹ CME in this context relates to lost pupils who a school can remove from their roll after 20 schools days of continuous absence. This should only happen where there is no contact from parents and the location of the child is unknown despite best efforts to try and investigate
- ² Teaching and Learning Provision

APPENDIX 5 – Register Inspection (CME Element) Process

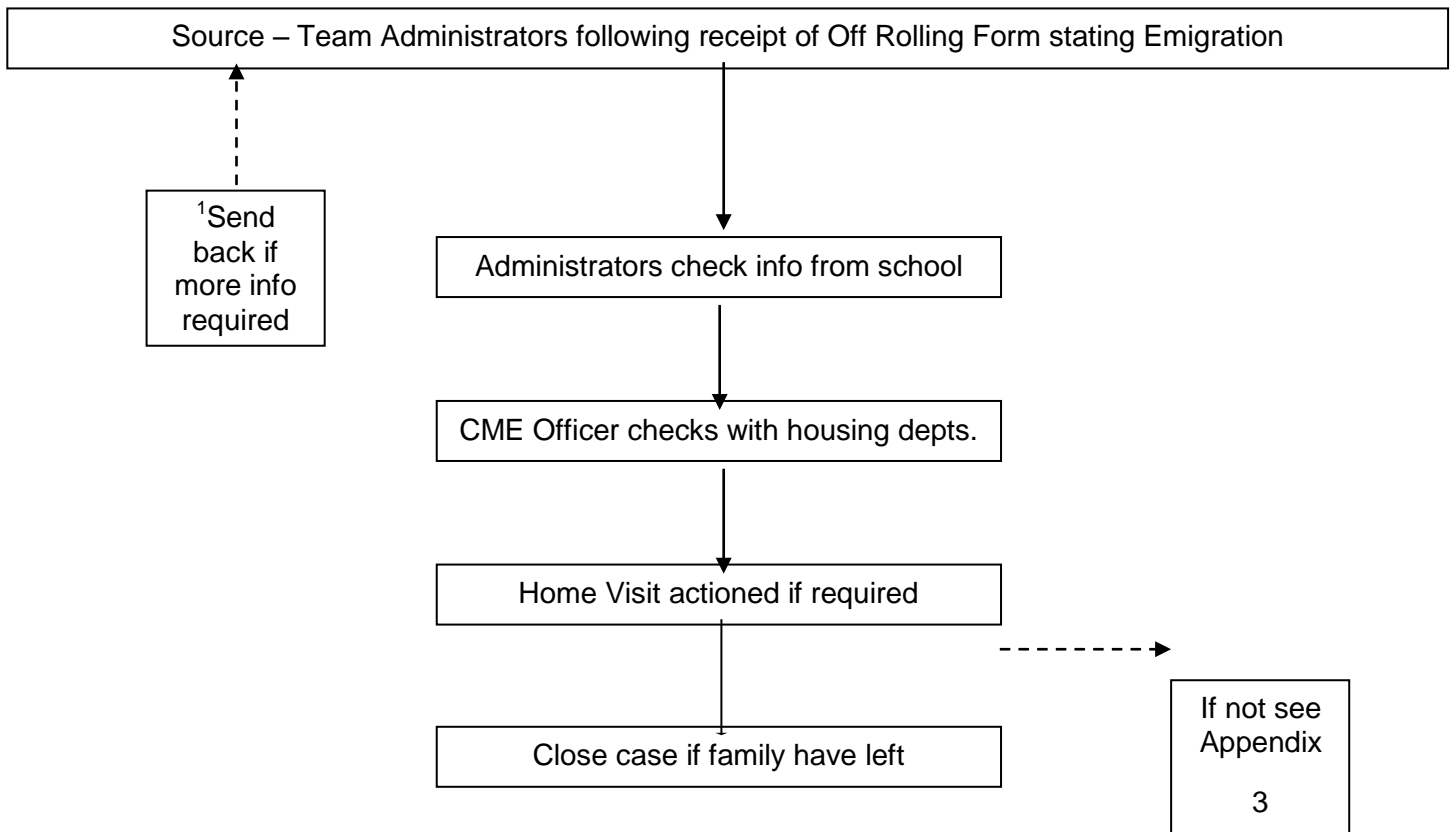


¹ The 'Allocated' list comprises of the young people who have been allocated to the named school in the current academic year and of whom may or may not have started.

² The 'Off Roll' list comprises of those young people who have been off rolled where an Off Roll notification has been submitted. It does not include those whom school have not submitted a form. The CME element of the inspection is to check for young people off rolled but no notification was

³ submitted and to check the whereabouts of any young people allocated a place but did not take it.

APPENDIX 6 – Emigration Safeguarding Process



Complete database record and CLOSE

- ¹ It is expected that when school staff are notified that a family are emigrating they request the destination address and must confirm the date the family are leaving the country. When there is an extensive period between emigration and parents wishing to remove children from school roll then schools should not

APPENDIX 7 - Terminology

CME	Children Missing Education
ESBAS	Education Support, Behaviour & Attendance Service
TLP	Teaching and Learning Provision
LA	Local Authority
S2S	School to School transfer system
SEND	Special Education Needs and Disability
ISEND	Inclusion Special Educational Needs and Disability
EHE	Elective Home Education
EHCP	Education Health and Care Plan
Eform	Electronic version of a form completed online
SAO	School Attendance Order

APPENDIX 8 – Multi-Agency Network

CHILDREN'S SERVICES	HEALTH SERVICES
<ul style="list-style-type: none"> Pre Schools Early Years Provisions iSEND Services Youth Supports Teams Family Supports Teams Duty and Assessment Youth Offending Team School Improvement Service Schools (including independents) Targeted Youth Support 	<ul style="list-style-type: none"> Child and Adolescent Mental Health Health Visitors Accident and Emergency centres GP Surgeries PCT/CCG Safeguarding Teams School Nurses Homeless Health team

DISTRICT COUNCILS	EXTERNAL STAKEHOLDERS
<ul style="list-style-type: none"> Homeless teams Housing teams Neighbourhood managers Leisure services Libraries 	<ul style="list-style-type: none"> Children's Charities Police Immigration/Borders Agency Non East Sussex Schools Colleges Alternative Education Providers Independent Schools Employability Services External CME Officers Homeless Support Charities.