Model Safeguarding & Child Protection Policy for Schools

This model policy is a framework and should be used as a starting point for development to fit yBury CE Primary's individual context. You should review each section of the policy to ensure it is appropriate and you may decide to add or remove information dependent upon your setting.

This document is based on Keeping Children Safe in Education guidance (September 2020).

Throughout this document any yellow highlighted sections require action or confirmation by the school.

Not to be used before: **1st September 2021**
Review: **September 2022**

Name of School & School Logo

Safeguarding & Child Protection Policy

This policy was adopted on: 22nd September 2021

The policy will next be reviewed on: September 2022

The Designated Safeguarding Lead in this school is:

NAME: __Thomas Moore_____Date_September 2021____

The Deputy Safeguarding Lead in this school is:

NAME:
_____Rachel Seymour_____Date__September 2021___

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1 KEY CONTACTS

Designated Safeguarding Lead in Bury CE Primary: __Thomas Moore_____
Deputy Designated Safeguarding Lead(s): _Rachel Seymour_____
Safeguarding Governor in Bury CE Primary: __Fr Peter Mallinson_____

1.1 West Sussex Multi-Agency Integrated Front Door (Formerly MASH):

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

WSChildrenservices@westsussex.gov.uk

1.2 Referrals to the Integrated Front Door (IFD)

Urgent Referrals should be telephoned into IFD on 01403 229900.

If you believe a child is in immediate danger you must call the police on 999.

Referrals to IFD should be made on the following web-based forms which can be accessed here:
Adults - https://www.westsussex.gov.uk/raiseaconcernaboutanadult
Children's - https://www.westsussex.gov.uk/education-children-and-families/keeping-children-safe/raise-a-concern-about-a-child/

1.3 Local Authority Designated Officers (LADO):

The LADO's for West Sussex area:

- Miriam WILLIAMS
- Donna TOMLINSON

Assistant LADO:

- Sally ARBUCKLE

1.4 LADO Contact Details

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

1.5 Safeguarding in Education Team

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

1.6 LIST OF HYPERLINKS

1.6 Hyperlinks

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

2 INTRODUCTION

1. Safeguarding children and child protection applies to all children up to the age of 18.
2. WE RECOGNISE THAT KEEPING CHILDREN SAFE IN EDCUATION 2021 APPLIES TO POST 16 EDUCATION AS SET OUT IN EDUCATION & TRAINING (WELFARE OF CHIDLREN) ACT 2021[1]
3. **Safeguarding** is the action taken to promote the welfare of children and protect them from harm.

[1] https://www.legislation.gov.uk/ukpga/2021/16

4. **Safeguarding** means:

- protecting children from abuse and maltreatment
- preventing harm to children's health or development
- ensuring children grow up with the provision of safe and effective care
- taking action to enable all children and young people to have the best outcomes.

5. **Child protection is part of the safeguarding process**. It focuses on protecting individual children identified as suffering from, or likely to suffer, significant harm. This includes child protection procedures which detail how to respond to concerns about a child.
6. Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.

7. The purpose of this policy is to inform staff[2], parents, volunteers and governors about Bury CE Primary's responsibilities for safeguarding children and to enable everyone to have a clear understanding of how these responsibilities should be carried out.

8. We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting children from harm and that the child's welfare is our paramount concern.

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

3 SAFEGUARDING CULTURE IN BURY CE PRIMARY / COLLEGE

3.1 Child Protection Statement

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

3.2 It could happen here

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

3.3 Bury CE Primary will

1. Have safeguarding at the heart of everything we do.

2. We will maximise opportunities to hear the voice of all of our children and young people and do all we can to understand their lived experience.

3. Maximise opportunities to teach our children / young people how to keep safe both in the real and virtual world.

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

4. Support the child's development in ways that will foster security, confidence and independence;

5. Provide an environment in which children and young people feel safe, secure, valued, respected and confident.

6. Recognise where children have suffered abuse and neglect, or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout childhood, adolescence and into adulthood. We also recognise it is key that staff are aware of how these children's experiences, can impact on their mental health, behaviour, and education

7. Ensure that **ALL of our children / young people know a member of staff they can communicate with if they are worried about something.**

8. Where there is a safeguarding concern, governing bodies, proprietors and school or college leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place for children to express their views and give feedback. Ultimately, all systems and processes should operate with the best interests of the child at heart.

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

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

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

12. Have and regularly review, a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse;

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

14. Ensure that all adults, including supply staff, contractors and volunteers, within Bury CE Primary who have access to children have been recruited and checked as to their suitability in accordance with Part 3 of Keeping Children Safe in Education 2021.

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

16. Make sure all staff are aware of the systems within school which support safeguarding. We will explain this on induction together by sharing details of this policy, behaviour policy, staff behaviour policy, the school response to children who go missing from education, and role of the Designated Safeguarding Lead.

17. Whether in respect of peer-on-peer abuse or any other safeguarding situation, ALL of OUR STAFF will reassure the young person who reports any concerns, that they will be taken seriously and kept safe. OUR STAFF WILL NEVER give a young person the impression they are creating a problem by reporting abuse, sexual violence or

sexual harassment nor should a young person ever be made to feel ashamed for making a report.

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

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

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

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

4 STATUTORY FRAMEWORK

Bury CE Primary will act in accordance with the following;

4.1 Government legislation and guidance

- The Children Act 1989 https://www.legislation.gov.uk/ukpga/1989/41/contents
- The Children Act 2004 https://www.legislation.gov.uk/ukpga/2004/31/contents
- Education Act 2002 https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/about-this-guidance
- Keeping Children Safe in Education (DfE September 2021) https://www.gov.uk/government/publications/keeping-children-safe-in-education--2
- Sexual Violence and sexual harassment between children in schools and colleges 2021: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf
- Teaching online safety in school (DfE June 2019) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf
- Working Together to Safeguard Children 2018: https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

- Regulated Activity in relation to children: scope https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550197/Regulated_activity_in_relation_to_children.pdf
- The Education (Child Information) (England) Regulations 2005 https://www.legislation.gov.uk/uksi/2005/1437/contents
- Prevent Duty for England and Wales (2015) under section 26 of the Counter-Terrorism and Security Act 2015 https://www.gov.uk/government/publications/prevent-duty-guidance
- Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/573782/FGM_Mandatory_Reporting_-_procedural_information_nov16_FINAL.pdf
- Dealing with Allegations of Abuse against Teachers and Other Staff (2012) https://www.gov.uk/government/publications/allegations-of-abuse-against-teachers-and-non-teaching-staff
- Children Missing Education https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf
- West Sussex Safeguarding Children Partnership and Pan-Sussex safeguarding procedures West Sussex Safeguarding Children Partnership

5 CONFIDENTIALITY

5.1 Bury CE Primary Will:

1. As a general principle, all matters relating to child protection are confidential and should only be shared on a 'need-to-know' basis.

2. The Headteacher or Designated Safeguarding Lead will disclose any child protection related information about a child to other members of staff on a need-to-know basis only, where the receiving member of staff can play an active role in safeguarding that child or supporting their education outcomes.

3. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.

4. All staff must be aware that they cannot promise a child to keep secrets if doing so might compromise the child's safety or wellbeing.

5. The intention to refer a child to Children's Social Care will be shared with parents/carers unless to do so could put the child at greater risk of harm or impede a criminal investigation. If in doubt, advice should be sought from the Integrated Front Door.

6. KCSiE 2021 (para 105) very clearly outlines the expectations on our Designated Safeguarding Lead (DSL) in promoting the educational outcomes for children by sharing information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced. Bury CE Primary will follow this guidance.

a) KCSiE 2021 outlines that the DSL will share information with staff, so they know who these children are, understand their academic progress and attainment and maintain a culture of high aspirations for this cohort. Bury CE Primary will support

teaching staff to identify the challenges that children in this group might face and the additional academic support and adjustments that they could make to best support these children.

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

6 RESPONSIBILITIES

6.1 Bury CE Primary

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

6.2 We will

1. Be mindful of 3.4 above and ask our children what they want from an effective child protection system.

2. Establish and maintain an environment where children feel secure, are encouraged to talk and are listened to.

3. Be aware of the signs of abuse and maintain an attitude of "it could happen here" with regards to child protection.

4. Ensure that children know that there are adults in the school whom they can approach if they are worried about any anything, whether in school, at home, or in general.

5. Know what to do if a child tells them they are being abused or neglected.

6. Know how and where to record their concerns and report these to the Designated Safeguarding Lead, as soon as possible.

7. If a child is in immediate danger, know how to refer the matter to the Integrated Front Door and/or the police immediately.

8. Support pupils in line with their Child Protection Plan and notify the Designated Safeguarding Lead of any child on a Child Protection Plan who has an unexplained absence.

9. Actively plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.

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

11. Have ***read and understand Part 1 of Keeping Children Safe in Education September 2021*** *(or for staff not working directly with children, the condensed version of part 1 found at Annex A of KCSiE)* and be alert to signs of abuse and know to whom they should report any concerns or suspicions.

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

13. Ensure all staff receive safeguarding and child protection updates as required, **but at least annually,** to provide them with relevant skills and knowledge to safeguard children.

14. Ensure that they know who the Designated and Deputy Safeguarding Lead(s) is/are and how to contact them.

15. Be aware of the 'early help' process and understand their role in it. This includes identifying problems and working effectively with other agencies that provide support to pupils.

16. Immediately refer to the Headteacher or Principal if they have concerns about another member of staff.

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

6.3 Responsibilities of the Governing Body

1. The Governing Body takes seriously its responsibility to safeguard and promote the welfare of children in its care and to work together with other agencies to ensure adequate arrangements within Bury CE Primary to identify, assess, and support children who are, or who may be, suffering harm.

2. Keeping Children Safe in Education 2021, paragraph 80, makes clear that governing bodies and proprietors should have a senior board level or equivalent lead to take **leadership** responsibility for their schools or colleges safeguarding arrangements and to ensure there are appropriate policies and procedures relevant to their particular setting.

3. As per para 82 of KCSiE 2021, we as a governing body we will facilitate a whole school approach to safeguarding. As a governing body we will decide how we facilitate that approach and ensure that all our systems, policies and procedures operate with the best interests of children at their heart.

4. AS BURY CE PRIMARY HAS CHARTIABLE STATUS WE ARE FAMILIAR WITH THE CHARITY COMMISSION GUIDANCE ON CHARITY AND TRUSTEE DUTIES TO SAFEGUARD CHILDREN[3]

5. Bury CE Primary is fully committed to this and will ensure all of our policies and practices enable Bury CE Primary to take action in a timely manner to safeguard and promote the welfare of the children and young people attending Bury CE Primary.

[3] https://www.gov.uk/guidance/safeguarding-duties-for-charity-trustees

6. Bury CE Primary will ensure the child's wishes and feelings are taken into account when determining what action to take and what service to provide. Our systems will be easily understood and easily accessible for our children and young people to confidently report abuse. We will ensure our children and young people will know their concerns will be treated seriously and will know they can safely express their views and give feedback.

The nominated Governor for Child Protection in this school is:

Name: ___Fr Peter Mallinson_____

6.4 Statutory Responsibilities of the Governing Body

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

6.5 Policies

1. We will make sure the safeguarding policies & procedures in the school are always effective and comply with the law. This will include a Child Protection Policy which is reviewed at least annually and is made available publicly, either on-line or by other means.

2. We will make sure this child protection policy:

- Reflects the whole school approach to peer-on-peer abuse reflects reporting systems
- Describes procedures which are in accordance with government guidance;
- Refers to locally agreed multi-agency safeguarding arrangements put in place by the safeguarding partners;
- Includes policies as reflected elsewhere in Part two of KCSiE 2021 where appropriate, reflects serious violence.
- Is reviewed annually (as a minimum) and updated if needed, so that it is kept up to date with safeguarding issues as they emerge and evolve, including lessons learnt; and

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

4. A policy which puts in place appropriate safeguarding responses to children who do not attend or go missing during the school day or who are children missing education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual abuse or exploitation, and to help prevent the risk of them going missing in future.

5. Where reasonably possible, Bury CE Primary will hold more than one emergency contact number for each pupil or student. This goes beyond the legal minimum, but we recognise that it is good practice for Bury CE Primary to have additional options

to make contact with a responsible adult when a child goes missing from education, or who does not attend or goes missing from school, is also identified as a welfare and/or safeguarding concern. [4] [5]

6. Bury CE Primary will always take immediate steps to safeguard a vulnerable child. For example, an inability to make contact with a parent / carer despite immediate and repeated efforts will not impede urgent safeguarding action, for example calling the police for a child who is at risk and has gone missing during the school day.

7. Ensuring we follow the correct procedures outlined in this policy when removing a pupil from roll, or adding a pupil to our roll, at non-standard transition points.[6][7]

6.6 Appointing a Designated Safeguarding Lead & Deputies

Appointing a Designated Safeguarding Lead who is a senior member of staff from **our leadership team**, who has responsibility for safeguarding and child protection. This should be explicit in the role-holders job description in line with Annex C of Keeping Children Safe in Education 2021.

6.7 Audits and Review – including Peer Reviews

1. Through regular review and audit, ensure that any safeguarding deficiencies or weaknesses within the school are remedied without delay.[8]

2. Bury CE Primary will also consider whether a peer review by another school or an audit of our safeguarding provision would be of benefit.[9]

6.8 Child Protection Records

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

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

1. As a Governing Body we are aware of our duties under Part Three and Part Four, Keeping Children Safe in Education 2021 – safer recruiting and managing allegations made against teachers, other staff, including supply teachers and volunteers.

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[4] DfE school attendance guidance can be found https://www.gov.uk/government/publications/school-attendance
[5] WSCC school absence information can be found https://www.westsussex.gov.uk/education-children-and-families/schools-and-colleges/school-attendance-and-behaviour/school-absences/
[6] DfE guidance Children Missing Education found https://www.gov.uk/government/publications/children-missing-education
[7] WSCC Children Missing Education and Removal from Roll Policy https://www.westsussex.gov.uk/media/12459/cme_policy.pdf

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

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

2. As a Governing Body we aware of the new guidance within KCSiE 2021, para 406, Concerns that do not meet threshold. See Section 8 below.

3. We recognise that our duties relate to members of staff, supply staff and volunteers who are currently working in any school or college regardless of whether the school or college is where the alleged abuse took place.

4. We are aware of our responsibilities in respect of supply teachers, as outlined in paragraph 268-271 of Keeping Children Safe in Education 2021.

5. We are aware that allegations against a teacher who is no longer teaching should be referred to the police. Historical allegations of abuse should also be referred to the police.

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

7. We will train our staff to enable them to raise concerns and, as a school, we will follow the guidelines outlined in Part 4 of Keeping Children Safe in Education 2021.

8. Bury CE Primary will refer cases to the Local Authority Designated Officer (LADO) where a member of staff, supply or agency staff or volunteer has, either inside or outside of school:

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

9. All such cases, and in cases of any doubt as to whether the matter reaches threshold for an allegation, advice and guidance must be sought from the LADO BEFORE any internal investigation begins.

10. For further information on how we will respond to any such allegations see section 8 below.

6.10 Other areas of note

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

2. As a Governing Body we will also ensure parents and carers are aware of their responsibilities not to publish any information during such investigations as highlighted in paragraph 369 of Keeping Children Safe in Education 2021 and section 141F of the Education Act 2002.

3. Recognising that neither the Governing Body, nor individual Governors, have a role in pursuing or managing the processes associated with individual cases of child protection.

4. Recognising that neither the Governing Body, nor individual Governors, have a right to know details of such cases, except when exercising their disciplinary functions in respect of allegations against staff.

5. Making sure all staff are familiar with the contents of Part 1 or Annex A of Keeping Children Safe in Education 2021 and that all staff have been trained appropriately, frequently and in line with statutory guidance.

6. By making sure any staff training includes how local services work together to safeguard children and how Bury CE Primary safeguarding leads and deputies work with the safeguarding partnership and other agencies as outlined in Working Together to Safeguard Children[10] to keep children safe.

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

8. Appointing a Designated Teacher for Children Looked After, recognising and reflecting in school procedures and this policy that children looked after are particularly vulnerable.

9. For e-learning, making sure that appropriate filters and appropriate monitoring systems are in place to safeguard against potentially harmful and inappropriate online material.

10. By working with parents and carers in making sure that appropriate filters and appropriate monitoring systems are in place whilst the children are accessing the internet at home, to safeguard against potentially harmful and inappropriate online material.

11. Bury CE Primary recognises the statutory status of Relationship Education, Relationship and Sex Education and Health Education from September 2020. As governors we welcome this along with the opportunity to teach our children about safeguarding including online, through teaching and learning opportunities and as part of providing a universal broad and balanced curriculum.

12. Training - Governors will ensure they and all school staff, including volunteers, are trained at least annually in respect of safeguarding. Governors will also consider what other bespoke training, for example PREVENT , would enable them to fulfil their governance obligations.

6.11 Safer Recruiting

1. As a Governing Body, we well ensure the school creates a culture of safer recruitment and as part of that adopt recruitment procedures that help deter, reject or identify people who might abuse children.

2. Bury CE Primary WILL follow the procedures set out in Part 3: Safer Recruitment. Keeping Children Safe in Education, September 2021. This includes ensuring taking up references for each shortlisted candidate **before** interview and ensuring that at least one member of any appointing panel, including at shortlisting, will have attended safer recruitment training.

3. We are also aware of the additional information contained in KCSiE 2021 regarding updates to safer recruiting at paras:

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

- 213 re use of birth certificates
- 229 re when separate barred list checks must be carried out
- 237 re clarification re s 128 checks
- 242 re how to check prohibitions etc
- 262 re clarification of overseas checks .

4. We will take advice from human resources / legal services where necessary.

6.12 Single Central Record

1. We will ensure that Bury CE Primary maintains a single central record in line with Part 3, paragraphs 250 – 256 of Keeping Children Safe in Education 2021.

2. We will remind all staff, at least annually, that they must, straightaway, bring to the attention of the headteacher any material changes in circumstances or other information of relevance.

3. For supply teachers, we are aware that we must obtain written notification from any agency, or third-party organisation who we are using, that the organisation has carried out the checks (in respect of the enhanced DBS certificate, written notification that confirms the certificate has been obtained by either the employment business or another such business), on an individual who will be working at Bury CE Primary.

4. Where any supply position requires a barred list check, we recognise that this must be obtained by the agency or third party prior to Bury CE Primary appointing the individual.

5. We are aware of the checks that must be undertaken for trainee or student teachers, and will make sure, depending on circumstances, that either the school or training provider will undertake all relevant checks.

6. Bury CE Primary will always check that the person presenting themselves for work from a supply or other agency is the same person on whom the checks have been made.

7. IF THERE IS ANY DOUBT THAT ALL RELEVANT CHECKS HAVE NOT BEEN COMPLETED THEN THE PERSON WHOM THE CHECKS RELATE TO WILL NOT BE ALLOWED TO ENGAGE IN ANY REGUALTED ACTIVITY AT BURY CE PRIMARY .

6.13 Disclosure and Barring Referrals

1. We recognise that Bury CE Primary has a legal duty in making a referral https://www.gov.uk/guidance/making-barring-referrals-to-the-dbs regarding anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult where:

a. The harm test is satisfied in respect of that individual;

b. The individual has received a caution or conviction for a relevant offence, or if there is reason to believe that the individual has committed a listed relevant offence; and

c. The individual has been removed from working (paid or unpaid) in regulated activity or would have been removed had they not left.

2. We recognise that this is a legal duty for Bury CE Primary and failure to refer when the criteria are met is a criminal offence.

6.14 Resignations and Settlement Agreements

1. Bury CE Primary recognises that IF the accused person resigns, or ceases to provide their services, this should not prevent an allegation being followed up in accordance with this policy and the guidance contained in Part Four of KCSiE 2021.

2. A referral to the DBS must be made if the criteria are met - see above and Part Four of KCSiE 2021.

3. We also recognise we must also consider whether a referral to the Secretary of State, through a referral to the Teacher Regulation Authority https://www.gov.uk/guidance/teacher-misconduct-referring-a-caset as appropriate.

4. If the accused person resigns or their services cease to be used and the criteria are met for a referral to DBS it will not be appropriate to reach a settlement/compromise agreement. We recognise that any settlement/compromise agreement that would prevent a school or college from making a DBS referral even though the criteria for referral are met, is likely to result in a criminal offence being committed. This is because the school or college would not be complying with its legal duty to make the referral.

5. As a Governing Body we recognise it is important that every effort is made to reach a conclusion in all cases of allegations bearing on the safety or welfare of children, including any in which the person concerned refuses to cooperate with the process. Wherever possible, the accused should be given a full opportunity to answer the allegation and make representations about it. But the process of recording the allegation and any supporting evidence and reaching a judgement about whether it can be substantiated based on all the information available, should continue even if that cannot be done or the accused does not cooperate. It may be difficult to reach a conclusion in those circumstances, and it may not be possible to apply any disciplinary sanctions if a person's period of notice expires before the process is complete, but it is important to reach and record a conclusion wherever possible.

6. 'Settlement agreements' (sometimes referred to as compromise agreements), by which a person agrees to resign if the employer agrees not to pursue disciplinary action, and both parties agree a form of words to be used in any future reference, should not be used in cases of refusal to cooperate or resignation before the person's notice period expires. Such an agreement will not prevent a thorough police investigation where that is appropriate.

7. We will take advice from Human Resources/Legal Services where necessary.

6.15 Consideration of referral to the Secretary of State

1. We recognise that in any case concerning the dismissal or where we cease to use the services of a teacher because of serious misconduct or might have dismissed

them or ceased to use their services had they not left first, we must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency). Details about how to make a referral to the Teaching Regulation Agency can be found on https://www.gov.uk/guidance/teacher-misconduct-referring-a-case

2. We will take advice from Human Resources/Legal Services where necessary

6.16 Ongoing vigilance

1. We recognise that as governing bodies / proprietors we should ensure we have processes in place for continuous vigilance, maintaining an environment that deters and prevents abuse and challenges inappropriate behaviour.

2. To support this, it is important that school and college leaders create the right culture and environment so that staff feel comfortable to discuss matters both within, and where it is appropriate, outside of the workplace, which may have implications for the safeguarding of children. This can assist employers to support staff, where there is a need, and help them manage children's safety and welfare, potentially providing them with information that will help them consider whether there are further measures or changes to procedures that need to be put in place to safeguard children in their care.

6.17 Existing staff

1. There are limited circumstances where schools and colleges will need to carry out new checks on existing staff. These are when:

   a. an individual working at the school or college moves from a post that was not regulated activity with children into work which is considered to be regulated activity with children. In such circumstances, the relevant checks for that regulated activity **must** be carried out;
   b. there has been a break in service of 12 weeks or more; or
   c. there are concerns about an individual's suitability to work with children.

2. For colleges, an individual moving from a position that did not involve the provision of education to one that does, **must** be treated as if that individual were a new member of staff and all required pre-appointment checks **must** be carried out (see paragraph 192 of KCSiE 2021).

6.18 Use of school premises for non-school activities

1. We recognise that the hire or rent out of school or college facilities/premises to organisations or individuals (for example to community groups, sports associations, and service providers to run community or extra-curricular activities) we as a governing body should ensure that appropriate arrangements are in place to keep children safe.

2. When services or activities are provided by the governing body or proprietor, under the direct supervision or management of their school or college staff, our normal arrangements for child protection will apply. However, where services or activities are provided separately by another body this is not necessarily the case. The

governing body or proprietor should therefore seek assurance that the body concerned has appropriate safeguarding and child protection policies and procedures in place (including inspecting these as needed); and ensure that there are arrangements in place to liaise with the school or college on these matters where appropriate. We as a governing body recognise we should also ensure safeguarding requirements are included in any transfer of control agreement (i.e., lease or hire agreement), as a condition of use and occupation of the premises; and that failure to comply with this would lead to termination of the agreement.

6.19 Governors and commissioners of Alternative provision

1. The cohort of pupils in Alternative Provision often have complex needs, it is important that governing bodies and proprietors of these settings are aware of the additional risk of harm that their pupils may be vulnerable to.

2. The Department has issued two pieces of statutory guidance to which commissioners of Alternative Provision should have regard:

i. DfE Statutory Guidance https://www.gov.uk/government/publications/alternative-provision

ii. Education for children with health needs who cannot attend school - DfE Statutory Guidance https://www.gov.uk/government/publications/education-for-children-with-health-needs-who-cannot-attend-school

6.20 Professional Disagreements & Concerns

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

6.21 West Sussex Safeguarding Children Partnership

1. From Tuesday 25th June 2019 the West Sussex Safeguarding Children Board was replaced by the West Sussex Safeguarding Children Partnership[11] where three lead agencies; Health Partnership, Police and the Local Authority, will work together as joint and equal partners to shape bespoke arrangements for the needs of the children in West Sussex. As a Governing Body, we are fully committed to working with the Partnership and will enable governors and our safeguarding lead to attend events and briefings on how the partnership will support our children.

7 THE DESIGNATED SAFEGUARDING LEAD (DSL)

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

[11] West Sussex Safeguarding Children Partnership – https://www.westsussexscp.org.uk/

The Designated Safeguarding Lead in this school is:

NAME: ___Thomas Moore_____Date__September 2021_

The Deputy Safeguarding Lead in this school is:

NAME:
_____Rachel Seymour_____Date__September 2021___

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

7.1 The Designated Safeguarding Lead

1. We recognise Keeping Children Safe in Education (KCSiE) 2021, Annex C, gives an overview of the role of the DSL. A copy of Annex C of is included at Annex 2 of this policy below.

2. The Designated Safeguarding Leads and Deputies within Bury CE Primary will have the role explicitly stated in their job description.

3. The Safeguarding Lead will:

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

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

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

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

v. Ensure that all staff understand their responsibilities in relation to signs of abuse and responsibility to refer any concerns to the Designated Safeguarding Lead. In addition, the Designated Safeguarding Lead should ensure that all staff read and understand Part 1 of Keeping Children Safe in Education 2020 and have a record of when this was done.

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

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

viii. Ensure that all staff receive safeguarding and child protection updates as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children. The Designated Safeguarding Lead will also ensure staff, including all senior leaders and Chairs of Governors/Safeguarding Governors, are kept fully aware of any significant changes or updates to local authority child protection and safeguarding procedures, as and when they occur.

ix. Be the lead for the school when engaging the managing professional difference protocol when there is disagreement between the school and other agencies in respect of action taken to keep a child safe. Found

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

x. Help promote educational outcomes by sharing the information about the welfare, safeguarding and child protection issues that children, including children with a social worker, are experiencing, or have experienced, with teachers and school and college leadership staff.

xi. Liaise with relevant curriculum leads in setting to ensure Relationship Education, Relationship and Sex Education and Health Education is considered within all aspects of the curriculum.

xii. Maintain child protection records for each child where concerns have been raised and ensure the receiving school is informed of any concerns and files are transferred when the child moves to another educational setting.

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

xiv. It is a matter for Bury CE Primary and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities. Bury CE Primary will ensure that we provide the Local Authority with up-to-date emergency contact details should the Local Authority need to discuss an urgent safeguarding matter/issue/concern when school is closed.

7.2 The Designated Safeguarding Lead is expected to:

1. Refer cases of suspected abuse to the IFD or other Local Authority Children's Social Care services as appropriate. Where a referral is made that notes are completed that same day.

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

3. For all child protection conferences, ensure reports are generated and shared ahead of the conference and in line with West Sussex Safeguarding Partnership expectations[12].

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

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

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

[12] https://www.westsussexscp.org.uk/professionals/working-together/cp-conferences

7. Refer cases where a crime may have been committed to the police, either directly or via the IFD as required.

8. Ensure all child protection files are kept separately and securely from other records and accessible only by staff that need to access them for safeguarding purposes.

9. As frequently as needed and at least monthly, liaise with the Headteacher or Principal to inform him/her of issues, provide updates from attendance at Designated Safeguarding Lead network meetings and other safeguarding developments within the Local Authority, and provide an overview of current child protection cases, especially ongoing enquiries under Section 47 of the Children Act 1989 and police investigations.

10. As required, liaise with the Case Manager and where required the LADO, in all cases involving allegations against members of staff (both current and former members of staff).

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

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

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

7.3 Training

1. As well as training all members of staff as above, the DSL and deputies should undergo training to provide them with the skills required to carry out the role. This training MUST be updated at least every two years.

2. As a Governing Body we will plan for staff changes to ensure there is sustained capacity and resilience for the DSL and deputies.

3. The DSL and deputies should undertake PREVENT Awareness training and ensure the rest of the staff also do this on at least an annual basis as part of the wider continuous safeguarding training process in operation.

7.4 Designated Safeguarding Lead – continual professional development

1. The DSL should be afforded time to allow them to keep up to date with any developments relevant to their role, including:

2. Attending the DSL network termly meetings as organised by the Local Authority.

3. Understanding the assessment process for providing Early Help and intervention and ensure the school engages in Early Help consultations with the local Early Help Hub.[13]

[13] Early Help Hub contact details are found here

4. Maintaining a working knowledge of how West Sussex Local Authority conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively, when required to do so.

5. Ensuring each member of staff has access to and understands the school or college's child protection policy and procedures, especially new and part-time staff.

6. Being alert to the specific needs of children in need, those with special educational needs and young carers.

7. Keeping detailed, accurate, secure written records of concerns and referrals separately from the main pupil file and use these records to assess the likelihood of risk. The written records should clearly identify details of the concerns and what action was taken. If these are stored electronically, they must be password protected from the child's other files and accessible only by the Headteacher/DSL and deputy DSLs.[14]

8. Supporting the school or college with regards to the requirements of the PREVENT Duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation.

9. Having knowledge of changes to local safeguarding procedures, processes, assessment tools etc and obtaining access to resources and attend any relevant or refresher training courses.

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

11. Understand the importance of information sharing, both within the school and college, and with the three safeguarding partners, other agencies, organisations and practitioners.

12. Ensuring that where a pupil transfers school and is on a Child Protection Plan or is a Child Looked After, the information is passed to the new school immediately and the child's social worker informed.

13. Acting as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.

14. Ensuring that either they or the class teacher attends Child Protection conferences, core groups or other multi-agency planning meetings, contributes to assessments and provides a report which will normally have been shared with the parents ahead of the conference and in line with multi-agency requirements.[15]

15. Monitor the use of personalised time timetables in accordance with the 'Part Time Timetable Guidance' issued by WSCC Pupil Entitlement Team.[16]

16. Ensuring that any child who is subject to a child protection plan and who is absent without explanation is referred to their key worker's social care team. In some cases, any absence may be a cause for concern and warrant immediate reporting.

[14] See section 10 of this policy for more information on this area.
[15] https://www.westsussexscp.org.uk/professionals/working-together/cp-conferences
[16] For advice contact Pupil Entitlement on 03302 228200

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

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

19. Ensuring the school's child protection policy is reviewed annually, working with Governing Bodies or proprietors and utilising peer and other reviews / audits where appropriate, to ensure that procedures are updated, implemented and reviewed regularly.

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

8 REFFERING A CHILD TO THE INTEGRATED FRONT DOOR (IFD)

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

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

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

2. The Designated Safeguarding Lead will refer to the West Sussex Safeguarding Partnership Continuum of Need/Threshold Guidance[17] and decide whether the concerns should be referred to the Integrated Front Door (IFD). If there are grounds to indicate the child has or is likely to suffer actual or suspected significant harm then a referral will be made to the IFD using the relevant online form[18]. Where concerns are urgent, complex or where it is unclear whether a referral should be made, the Designated Safeguarding Lead should contact the IFD by telephone for advice on 01403 229900, or out of hours on 0330 222 6664.

3. If it is decided to make a referral to the IFD, parents must be contacted to inform them that the referral is being made unless to do so would place the child at further risk of harm or could impact on a police investigation (the IFD is able to provide advice on this).

4. If it is considered likely that **by informing parents/carers of the referral will increase the risk** to the child (ren) advice MUST BE SOUGHT FROM IFD before INFORMING, the PARENT/CARER.

5. The steps outlined in **section 23 below, 'Dealing with a Disclosure'**, will be followed by staff members to record details of any concerns which must be done as

[17] West Sussex Safeguarding Partnership Continuum of Need / Threshold Guidance found https://www.westsussexscp.org.uk/professionals/working-together/west-sussex-continuum-of-need-threshold-guidance

[18] https://www.westsussex.gov.uk/education-children-and-families/keeping-children-safe/raise-a-concern-about-a-child/

soon as possible and on the same day. The signed and dated recording must be a clear, precise, factual account of the observations.

6. Where IFD have been contacted for advice and indicate a referral should be made, the Designated Safeguarding Lead will ensure the correct online forms at point 1 in this section above are completed immediately.

7. The school child protection records must reflect who was spoken to at IFD along with the time and date of that contact. The school child protection records must also clearly record any advice given and what steps the school have taken. This will include where there are disagreements between school and IFD and will clearly indicate what next steps the school is taking to resolve the disagreement.

8.3 Information Sharing

1. Bury CE Primary will comply with the information sharing aspects of KCSiE 2021 – which are outlined at para 2

2. Information sharing is vital in identifying and tackling all forms of abuse and neglect, and in promoting children's welfare, including their educational outcomes. Schools and colleges have clear powers to share, hold and use information for these purposes.

3. As part of meeting a child's needs, it is important for governing bodies and proprietors to recognise the importance of information sharing between practitioners and local agencies. This should include ensuring arrangements are in place that set out clearly the processes and principles for sharing information within the school or college and with children's social care, the safeguarding partners, other organisations, agencies, and practitioners as required.

4. School and college staff should be proactive in sharing information as early as possible to help identify, assess, and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to the local authority children's social care.

5. It is important that governing bodies and proprietors are aware that among other obligations, the Data Protection Act 2018, and the UK General Data Protection Regulation (UK GDPR) place duties on organisations and individuals to process personal information fairly and lawfully and to keep the information they hold safe and secure.

6. Governing bodies and proprietors should ensure relevant staff have due regard to the relevant data protection principles, which allow them to share (and withhold) personal information, as provided for in the Data Protection Act 2018 and the UK GDPR. This includes:

    a) Being confident of the processing conditions which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data'.
    b) Understanding that 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data. This includes allowing practitioners to share information without consent where there is good reason to do so, and that the sharing of information will enhance the safeguarding of a child in a timely manner, but it is not possible to

gain consent, it cannot be reasonably expected that a practitioner gains consent, or if to gain consent would place a child at risk.

c) For schools, not providing pupils' personal data where the serious harm test under the legislation is met. For example, in a situation where a child is in a refuge or another form of emergency accommodation, and the serious harms test is met, they must withhold providing the data in compliance with schools' obligations under the Data Protection Act 2018 and the UK GDPR. Where in doubt schools should seek independent legal advice.

7. The Data Protection Act 2018 and UK GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children.

8. Further details on information sharing can be found[19]:

   - in Chapter one of Working Together to Safeguard Children, which includes a myth-busting guide to information sharing
   - Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers. The seven golden rules for sharing information will be especially useful
   - The Information Commissioner's Office (ICO), which includes ICO UK GDPR FAQs and guidance from the department
   - Data protection: toolkit for schools - Guidance to support schools with data protection activity, including compliance with the UK GDPR.

9. If in doubt whether to share information we will take advice from IFD. Further advice on the seven golden rules for sharing information for staff can be found in the following document, *Advice for practitioners providing safeguarding services to children, young people, parents and carers and guidance,* which can be accessed https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

10. The Data Protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children, which must always be the paramount concern.

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

12. Practitioners should be proactive in sharing information as early as possible to help identify, assess and respond to risks or concerns about the safety and welfare of children, whether this is when problems are first emerging, or where a child is already known to local authority children's social care (e.g., they are being supported as a child in need or have a child protection plan). Practitioners should be alert to sharing important information about any adults with whom that child has contact, which may impact the child's safety or welfare.

13. Information sharing is also essential for the identification of patterns of behaviour when a child has gone missing, when multiple children appear associated to the same context or locations of risk, or in relation to children in the secure estate

[19] https://www.gov.uk/government/publications/working-together-to-safeguard-children--2

where there may be multiple local authorities involved in a child's care. It will be for local safeguarding partners to consider how they will build positive relationships with other local areas to ensure that relevant information is shared in a timely and proportionate way.

14. If a practitioner has concerns about a child's welfare and considers that they may be a child in need or that the child has suffered or is likely to suffer significant harm, then they should share the information with local authority children's social care and/or the police. All practitioners should be particularly alert to the importance of sharing information when a child moves from one local authority into another, due to the risk that knowledge pertinent to keeping a child safe could be lost.

15. Practitioners must have due regard to the relevant data protection principles which allow them to share personal information, as provided for in the Data Protection Act 2018 and the General Data Protection Regulation (GDPR). To share information effectively: it is important to understand the processing conditions under the Data Protection Act 2018 and the GDPR which allow them to store and share information for safeguarding purposes, including information, which is sensitive and personal, and should be treated as 'special category personal data'.

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

8.4 Taking Responsibility

1. Staff should not assume a colleague or another professional from another organisation is making a referral. It is the duty of the Designated Safeguarding Lead to take action and ensure information is shared in order to keep a child safe.

2. In addition, Bury CE Primary will ensure that all staff, including volunteers and governors, will have confidence and know how to contact IFD in the unlikely event that the DSL or deputy are not available. This will also be the case where any member of staff is concerned that the DSL or deputy is not taking concerns seriously.

3. In addition, we encourage all members of staff, including volunteers and governors to recognise and respond to safeguarding concerns which occur in the community and are nothing to do with school, in the appropriate manner by contacting IFD, the police or the NSPCC.

8.5 Early Help

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

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

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

- is disabled and has specific additional needs;

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

8.6 Allocated Early Help Worker

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

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

8.7 Early Help Consultations with our Early Help Worker

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

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

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

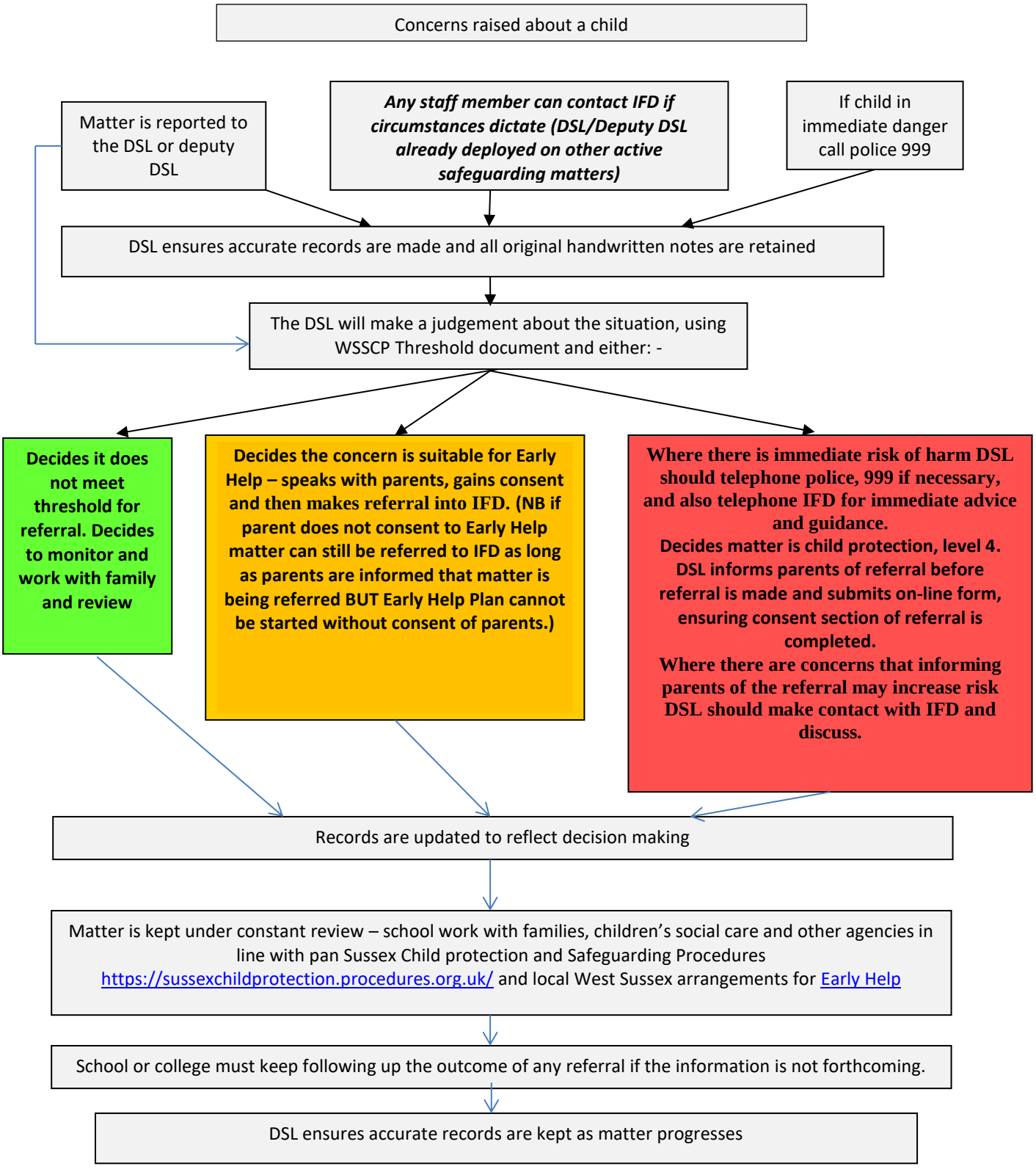
8.8 West Sussex Safeguarding Children Partnership Continuum of Need

Bury CE Primary will use the Threshold Guidance[20] to inform our decision making and which referral pathway to take.

Referral Pathway:

[20] http://www.westsussexscb.org.uk/professionals/working-together/west-sussex-continuum-of-need-threshold-guidance

8.9 Flowchart for child protection procedures for schools and colleges



9 LOCAL AUTHORITY DESIGNATED OFFICER (LADO)

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

The LADO's for West Sussex area:

- Miriam WILLIAMS
- Donna TOMLINSON

Assistant LADO:

1) Sally ARBUCKLE

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

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

Full guidance, is found here https://www.westsussexscp.org.uk/professionals/professional-disagreements-and-concerns/ladoinformation regarding the Designated Officer Service can be found on the West Sussex Safeguarding Children Partnership (WSSCP) [21]

9.3 Those who may pose a risk of harm to children and young people

1. Bury CE Primary will follow the guidance as set out in Part 4 of Keeping Children Safe in Education 2021. We will follow that guidance where it is alleged that anyone working in the school or a college that provides education for children under 18 years of age, including supply teachers, volunteers and contractors has:

   i. Behaved in a way that has, or may have harmed a child;

   ii. Possibly committed a criminal offence against/related to a child;

   iii. Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children;

   iv. behaved or may have behaved in a way that indicates they may not be suitable to work with children.

2. We recognise that point iv above includes behaviour that may have happened outside of school or college, that might make an individual unsuitable to work with children.

3. As a school we will appoint a case manager to lead any investigation. If the allegation relates to a member of staff the headteacher will be the case manager. If the allegation is regarding the headteacher or principal, then the Chair of Governors, Chair of the Management Committee, or Proprietor of an independent school, will be the case manager, as appropriate.

[21] WSSCP can be found HERE

9.4 The initial response to an allegation

1. Where there a child has been harmed, where there is an immediate risk of harm to a child or if the situation is an emergency, we will contact children's social care and as appropriate the police immediately.

2. We recognise there are two aspects to consider when an allegation is made:

a) **Looking after the welfare of the child** - the designated safeguarding lead is responsible for ensuring that the child is not at risk and referring cases of suspected abuse to the Integrated Front Door

b) **Investigating and supporting the person subject to the allegation** - the case manager should discuss with the LADO, the nature, content and context of the allegation, and agree a course of action.

3. When dealing with allegations, we will follow the guidance contained within https://www.westsussexscp.org.uk/professionals/professional-disagreements-and-concerns/ladoinformation

9.5 Informing the Individual

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

9.6 LADO / Case Manager and investigation

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

9.7 School Complaints

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

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

1. An immediate written record of the allegation using the informant's words including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present will be made.

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

3. The recipient of an allegation must not unilaterally determine its validity and failure to report it in accordance with procedures is a potential disciplinary matter. The Headteacher or Chair will not investigate the allegation themselves, or take written or detailed statements, but will assess and decide whether to refer the concern to

the LADO. If there is any doubt as to whether to refer, advice should be taken from the LADO.

4. If there are concerns that a child is at risk, the matter must be immediately reported to IFD.

5. Any records generated during such matters must be retained securely, away from other child protection and personnel records and only be accessed by those who need to for investigation/review purposes.

6. Guidelines contained within the Pan Sussex Child Protection and Safeguarding Procedures in respect of managing allegations made against people who work or volunteer with children, https://sussexchildprotection.procedures.org.uk/tkyphy/children-in-specific-circumstances/allegations-against-people-who-work-with-care-for-or-volunteer-with-children must be followed on each occasion. If there is any doubt, then advice must be taken from the LADO.

7. Where an allegation is made against a supply teacher or contracted staff, whilst we recognise we are not the employer of supply teachers or contracted staff, we will ensure allegations are dealt with properly. In no circumstances will we decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome.

8. Should an allegation be made regarding a school governor we will take advice from LADO and the Local Authority Governor Services team.

9.9 Non recent allegations

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

9.10 Supporting those involved

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

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

    - manage and minimise the stress caused by the allegation;
    - inform the individual as soon as possible, explaining the likely course of action, guided by the LADO, and the police where necessary;
    - advise the individual to contact their trade union representative, or a colleague for support;
    - appoint a named representative to keep the person informed about progress of the case;
    - provide access to counselling or medical advice where appropriate. (For staff in schools maintained by the local authority this may include support via the local authority's occupational health arrangements) and

- not prevent social contact with work colleagues and friends, when staff are suspended, unless there is evidence to suggest this may prejudice the gathering of evidence.

9.11 Informing Parents or carers of the child involved

1. Parents / carers should be formally be told about the allegation as soon as possible. The case manager will liaise with the LADO, and where appropriate children's social care and police on what information can be disclosed.

2. As a school we will follow paras 371 – 380 of KCSiE 2021 when informing and updating parents. We will follow those paras regarding the need for confidentiality and where relevant outline to any party, including parents and carers the restrictions imposed by The Education Act 2011, amended the Education Act 2002, regarding reporting restrictions. These provisions made it an offence (except in the limited circumstance expressly permitted by the legislation), for any person to publish any material that may lead to the identification of a teacher in a school who has been accused by, or on behalf of, a child from the same school (where that identification would identify the teacher as the subject of the allegation).

9.12 Allegation's outcomes

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

9.13 Record keeping, references and learning lessons

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

9.14 Concerns that do not meet the harm threshold

1. We recognise that KCSiE 2021 has introduced a specific section (Section Two of Part Four) regarding how to respond to concerns that do not meet the harm threshold.

2. The term 'low-level' concern does not mean that it is insignificant, it means that the behaviour towards a child does not meet the threshold for formal referral to LADO. A low-level concern is any concern – no matter how small, and even if no more than causing a sense of unease or a 'nagging doubt' - that an adult working in or on behalf of the school or college may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and

- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO

3. For such cases, we will follow paras 406 – 422 of KCSiE 2021.

4. Any staff member who has a low-level concern should report those concerns to the headteacher. Where the concerns relate to the headteacher the concerns should be reported to the chair of governors.

5. We recognise that what may appear to be low level concerns can actually relate to serious / significant allegations. As such, where there is any room for doubt, we will consult with the LADO.

9.15 Low level concerns and staff behaviour policy

1. We will ensure that all staff are regularly informed of our staff behaviour policy / code of conduct and updates thereof.

2. We will develop a specific low level concerns policy which will be an extension of our staff behaviour policy / code of conduct.

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

1. All staff and volunteers should feel able to raise concerns about poor or unsafe practice and potential failures in the school or college's safeguarding regime and know that such concerns will be taken seriously by the Senior Leadership Team.

2. Appropriate whistleblowing procedures, which are suitably reflected in staff training and staff behaviour policies, should be in place for such concerns to be raised with the school or college's Senior Leadership Team.

3. Where a staff member feels unable to raise an issue with their employer or feels that their genuine concerns are not being addressed, other whistleblowing channels may be open to them, advice can always be taken from LADO.

9.17 Whistleblowing/Confidential reporting

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

2. We will ensure staff should are aware of and know how to access West Sussex Confidential Reporting Policy, https://www.proceduresonline.com/westsussex/cs/p_whistleblowing.html#how-to-raise-concern

3. Further assistance for staff to raise concerns can be accessed by calling the NSPCC whistleblowing helpline on 0800 028 0285 or visiting the https://www.nspcc.org.uk/keeping-children-safe/reporting-abuse/dedicated-helplines/whistleblowing-advice-line/

10SPECIAL EDUCATIONAL NEEDS (SEN) & DISABILITIES

10.1 Special Considerations

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

i. Assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;

ii. Being more prone to peer group isolation than other children;

iii. The potential for children with SEN and disabilities being disproportionally impacted by behaviours such as bullying, without outwardly showing any signs; and

iv. Communication barriers and difficulties in overcoming these barriers.

10.2 SEN & D Support

To address these additional challenges, Bury CE Primarys will consider extra pastoral support for children with SEN and disabilities.

11 CHILDREN LOOKED AFTER / PREVIOUSLY LOOKED AFTER

1. As the Governing Body/Proprietor of this school we will ensure that staff have the skills, knowledge and understanding to keep children looked after, and children who have previously been looked after, are safe.

2. In particular, we will ensure that appropriate staff have the information they need in relation to a child's looked after legal status (whether they are looked after under voluntary arrangements with consent of parents, or on an interim or full care order) and the child's contact arrangements with birth parents or those with parental responsibility.

3. We will also ensure staff have information about the child's care arrangements and the levels of authority delegated to the carer by the authority looking after him/her. The designated safeguarding lead should have details of the child's social worker and the name of the virtual school head in the authority that looks after the child.

4. We recognise previously looked after child potentially remains vulnerable and all staff shouldhave the skills, knowledge and understanding to keep previously looked after children safe. When dealing with looked after children and previously looked after children, it is important that all agencies work together and prompt action is taken when necessary to safeguard these children, who are a particularly vulnerable group.

5. We will work with the Head Teacher of the Virtual School. The Designated Safeguarding Lead will have details of the child's Social Worker and the name of the Headteacher of the Virtual School in the authority that looks after the child.

11.1 Designated Teacher for Looked After Children

1. We recognise as the governing body / proprietors of academies we **must** appoint a designated teacher and should work with local authorities to promote the educational achievement of registered pupils who are looked after. With the commencement of sections 4 to 6 of the Children and Social Work Act 2017, we

recognise designated teachers have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or whowere adopted from state care outside England and Wales. The designated teacher **must** have appropriate training and the relevant qualifications and experience.

2. The designated teacher for looked after children in Bury CE Primary is Thomas Moore

3. We will ensure our designated teacher will have appropriate training, relevant qualifications and experience. We will ensure the designated teacher is aware of the statutory guidance https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children

4. Bury CE Primary will work with the Head Teacher of the Virtual School to discuss how the school can best support the child and meet the needs of the child's Personal Education Plan (PEP) and use any additional resources accordingly.

5. We recognise that the virtual school head, following the commencement of sections 4 to 6 of the Children and Social Work Act 2017, virtual school heads have responsibilities towards children who have left care through adoption, special guardianship, or child arrangement orders or who were adopted from state care outside England or Wales.

6. We will pay additional attention to the attendance of children looked after. Where any exclusions are issued for children looked after we will consider whether these are indicative of wider safeguarding concerns and share any concerns with the Head Teacher of the Virtual School and other safeguarding partners as necessary.

7. Previously looked after children potentially remain vulnerable and we will ensure that all staff should have the skills, knowledge and understanding to keep previously looked after children safe. When dealing with Children Looked After and previously looked after children, we will ensure Bury CE Primary works together with other agencies and takes prompt action when necessary to safeguard these children, who are a particularly vulnerable group.

11.2 Care Leavers

1. Local authorities have on-going responsibilities to the young people who cease to be looked after and become care leavers. That includes keeping in touch with them, preparing an assessment of their needs and appointing a Personal Adviser who develops a pathway plan with the young person. This plan describes how the local authority will support the care leaver to participate in education or training.

2. The Designated Safeguarding Lead in Bury CE Primary will therefore have details of the local authority Personal Adviser appointed to guide and support the care leaver and should liaise with them as necessary regarding any issues of concern affecting the care leaver.

3. Details of leaving care personal advisors can be found https://www.westsussex.gov.uk/education-children-and-families/your-space/life/leaving-care-local-offer/

12 CHILDREN POTENTIALLY AT GREATER RISK OF HARM -

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

1. Children may need this help due to abuse, neglect and/or complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

2. Local authorities should share the fact a child has a social worker, and we recognise that our Designated Safeguarding Lead should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine.

3. As outlined above, we recognise there are clear powers to share this information under existing duties on both local authorities and schools and colleges to safeguard and promote the welfare of children.

4. Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

12.2 As a school we are aware

1. Of the findings from the Children in Need Review, Improving the educational outcomes for Children in Need of help and protection and the detail contained within Help, protection, education.

2. In Bury CE Primary the DSL will take responsibility in how we can, as a school, assist children who are potentially at greater risk of harm achieve their educational potential.

3. As a Governing Body we will regularly scrutinise educational progress of children who are at greater risk of harm.

13 CHILDREN REQUIRING MENTAL HEALTH SUPPORT

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

2. We recognise mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation.

13.1 Bury CE Primary has an Emotional Well-being Lead and that is Thomas Moore

1. As a school we will have a clear system and process in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems. We will make sure all staff and volunteers are aware of our system.

2. Where there are concerns about the mental health, wellbeing and safeguarding of a child, staff will immediately discuss those concerns with the Designated Safeguarding Lead.

3. We are aware of recent government publications:

   - Preventing and tacking bullying https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf

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

   - Promoting children and young people's emotional health and wellbeing https://www.gov.uk/government/publications/promoting-children-and-young-peoples-emotional-health-and-wellbeing

4. Our staff are aware of the West Sussex Community Mental Health Liaison Service https://www.sussexpartnership.nhs.uk/west-sussex-cmhl-service who provide an early intervention and prevention service for professionals who are working with young people under the age of 18 and are concerned about a young person's mental health and wellbeing. This service is available to Bury CE Primary.

5. We are aware that we can obtain advice and support from School Nursing Service \https://www.sussexcommunity.nhs.uk/downloads/services/west-sussex-school-nursing/west-sussex-school-nursing-leaflet.pdf

6. We are also aware of the resources available to Bury CE Primary from the Mentally Healthy Schools website https://www.mentallyhealthyschools.org.uk/

7. For our pupils aged 11-19 we are aware of the ChatHealth text service https://www.sussexcommunity.nhs.uk/services/chathealth-text-messaging-service/108923 and YES Youth Emotional Support Service https://www.westsussex.gov.uk/education-children-and-families/your-space/health/emotional-wellbeing-and-mental-health/youth-emotional-support-yes-service/

8. We are also aware of how we can refer a child or young person to CAMHS https://www.westsussex.gov.uk/media/12781/camhsref.pdf

13.2 Self-Harm Guidance for Schools

1. Self-harm page accessible to all schools in West Sussex county council can be found at https://schools.westsussex.gov.uk/Services/4720 Here you can find information, training and resource in relation to self-harm. This includes bespoke self-harm and distress tolerance sessions that can be accessed for free at any time as well as updates on new innovative projects in relation to self-harm.

2. Also available on the self-harm page is managing self-harm guidance and tool kit for schools.

3. As a school we recognise the self-harm resources are available to anyone in education, to support staff when dealing with students who self-harm or are at risk of intentionally harming themselves.

4. Bury CE Primary will use this guidance to support out students and staff.

13.3 COVID-19

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

13.4 Mental Health and RE/RSE/HE

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

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

14.1 We as a school acknowledge

1. The Government has provided regulations which will make the subjects of Relationship Education (for all primary pupils) and Relationships and Sex Education (for all secondary pupils) and Health Education (for all pupils in state-funded schools) mandatory from 2020. Statutory guidance: relationships education relationships and sex education (RSE) and health education

2. As a governing body we recognise the importance and will ensure that our children and young people should be taught about safeguarding, including online safety, and recognise that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed

3. We will, as a Governing Body, consider what that means specifically for Bury CE Primary.

4. We recognise the significant positive impact Bury CE Primary can have on the lives of our children and young people through our RE/RSE/HE curriculum.

5. West Sussex Education for Safeguarding E4S – which will enable Bury CE Primary to identify the specific risks faced by the children in Bury CE Primary so we can develop our safeguarding curriculum accordingly. We as a school have considered this West Sussex approved approach and are working to fully embed it to meet the specific needs of the pupils at Bury CE Primary.

6. A wide variety of teaching and learning resources are available both locally and nationally. Some of these are;

    i. West Sussex Education for Safeguarding E4S – has been designed by the Local Authority to enable all West Sussex schools and colleges to identify the specific

risks faced by the children and young people within their own setting and develop a bespoke safeguarding curriculum tailored to the meet those needs.

ii. The DfE has produced a one-stop page for teachers on GOV.UK, which can be accessed here: https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

iii. UKCCIS, who have recently published their Education for a Connected World Framework. Online safety is a whole school and college issue. The framework aims to support the development of the curriculum and is of relevance to PSHE education and Computing. It is designed, however, to be usable across the curriculum and beyond and to be central to a whole school or college approach to safeguarding and online safety. It covers early years through to age 18. It can be accessed https://www.gov.uk/government/publications/education-for-a-connected-world

iv. The PSHE Association provides guidance to schools on developing their PSHE curriculum including online safety. It can be accessed https://www.pshe-association.org.uk/content/resources-and-curriculum

v. UKCIS guidance: https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people

vi. The UKCIS external visitors guidance will help schools and colleges to ensure the maximum impact of any online safety sessions delivered by external visitors; https://www.gov.uk/government/publications/using-external-visitors-to-support-online-safety-education-guidance-for-educational-settings

vii. National Crime Agency's CEOP education programme: https://www.thinkuknow.co.u

viii. Public Health https://www.gov.uk/government/news/phe-launches-rise-above-for-schools-programme

15 CRIMES COMMITTED ON SCHOOL PREMISES – WHEN TO CALL THE POLICE

1. This section is in relation to pupils who may have committed a crime on school premises.

2. None of the guidance and information in this section is intended to replace normal safeguarding practices of referring concerns to relevant agencies, for example; the Multi-agency Safeguarding Hub or Early Help Hub.

15.1 We recognise that if a child is in immediate danger,

Or there is a risk of serious injury to anyone or a serious crime is happening or is about to happen, we will call the police immediately on 999.

1. We recognise that situations may occur on school premises where students may have committed a crime. This could include assaults, criminal damage, possessing or supplying drugs or possessing weapons. (Potential sexual offences are dealt with later in this policy at chapter 23 below.)

2. The National Police Chiefs Council (NPCC) have issued guidance, https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20police%20guidance%20for%20schools%20and%20colleges.pdf for when schools and colleges should call the police in such circumstances. The advice is for school and college staff with responsibility for behaviour management, including designated safeguarding leads (DSLs), their deputies, head teachers and senior leadership teams.

3. Bury CE Primary will follow this guidance before contacting Sussex Police.

4. Bury CE Primary will consider, where appropriate, sharing 'When to call the police guidance' with pupils, parents and carers.

16 THE USE OF REASONABE FORCE IN BURY CE PRIMARY

1. Keeping Children Safe in Education 2021, para 150, recognises that there are circumstances when it is appropriate for staff in schools and colleges to use reasonable force to safeguard children and young people. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.

2. A 'no contact' policy at a school or college can leave staff unable to fully support and protect their pupils and students.

3. Please refer to KCSIE 2021 and guidance offered at 150- 154 and https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf

4. Bury CE Primary / college has considered this issue and had adopted the following policies: TO ADD FOR YOUR PARTICUALR SETTING

17 ON-LINE SAFETY

17.1 Bury CE Primary

1. Bury CE Primary recognises the use of technology has become a significant component of many safeguarding issues. Child sexual exploitation; radicalisation; sexual predation: technology often provides the platform that facilitates harm. An effective and proactive approach to online safety empowers a school or college to protect and educate the whole school or college community in their use of technology and establishes mechanisms to identify, intervene in and escalate any incident where appropriate.

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

   i. **Content**: being exposed to illegal, inappropriate or harmful material; for example, pornography, fake news, racist or radical and extremist views;
   ii. **Contact:** being subjected to harmful online interaction with other users; for example, commercial advertising as well as adults posing as children or young adults; and
   iii. **Conduct**: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images, or online bullying.

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

3. Bury CE Primary will follow the guidance contained within the document Teaching On Line Safety in Schools, June 2019, https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf

17.2 Opportunities to teach safeguarding

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

17.3 Remote learning

1. We recognise where children are being asked to learn online at home the DfE has provided advice to support schools and colleges do so safely. For any children learning remotely we will review the advice contained in the following publications and tailor that to the needs of our pupils.

- https://www.gov.uk/government/publications/actions-for-schools-during-the-coronavirus-outbreak#res
- Safeguarding in remote education https://www.gov.uk/guidance/safeguarding-and-remote-education-during-coronavirus-covid-19
- The NSPCC and PSHE Association also provide helpful advice: https://learning.nspcc.org.uk/news/covid/undertaking-remote-teaching-safely
- PSHE - https://www.pshe-association.org.uk/curriculum-and-resources/search-for-resources

17.4 Filters, monitoring and protecting children

1. As a Governing Body we will do all we reasonably can to limit children's exposure to the above risks from the school's or college's IT system. As part of this process, we will ensure we have appropriate filters and monitoring systems in place.

2. Whilst considering our responsibility to safeguard and promote the welfare of children and provide them with a safe environment in which to learn, we will consider the age range of our pupils, the number of pupils, how often they access the IT system and the proportionality of costs vs risks.

3. We review our filters and monitors using appropriate tools from UK Safer internet centre and for our Prevent duties.

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

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

1. We recognise we are directly responsible for ensuring the appropriate level of security protection procedures are in place, in order to safeguard our systems, staff and learners. We will review the effectiveness of these procedures periodically to keep up with evolving cyber-crime technologies. To assist, we will use the guidance contained within https://www.nen.gov.uk/ and https://www.ncsc.gov.uk/section/education-skills/cyber-security-schools

2. Our Governing Body/Proprietor understands that technology in this area evolves and changes rapidly and we will therefore keep the matter under regular review by, for example, using relevant assessment tools, 360 Safe Website and Online safety in schools Questions from the Governing Body

17.6 Mobile devices

1. Bury CE Primary recognises that many children have unlimited and unrestricted access to the internet via 3G, 4G and in the future 5G, in particular and Bury CE Primary will carefully consider how this is managed on our premises and issue specific guidance for pupils and staff in respect of this.

17.7 Staff Training and support for parents and carers

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

2. We recognise Annex D of KCSiE 2021 contains many useful resources which we will share with our staff and parents and carers to enable them to support safer use of the internet by all.

18 OFSTED INSPECTIONS

1. The Governing Body recognises that Ofsted's inspection of early years, schools and post-16 provision will be carried out using the following framework – found https://www.gov.uk/government/publications/education-inspection-framework

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

3. As a Governing Body we will ensure that we are familiar with the new inspection framework and inspecting safeguarding in early years, education and skills guidance found https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills and how we can use those documents to monitor the safeguarding framework in Bury CE Primary.

19 HOST FAMILIES - HOMESTAY DURING EXCHANGE VISITS

1. Bury CE Primary is committed to following the recommendations as set out at Annex E of Keeping Children Safe in Education 2021, pages 155-157, for any exchange visit for our pupils .

2. We will follow the guidelines and undertake the relevant DBS and overseas checks where relevant prior to any visit taking place.

3. We will also conduct appropriate risk-assessments for any such exchange visits.

20 PRIVATE FOSTERING

1. Bury CE Primary recognises that private fostering occurs when a child under the age of 16 (under 18, if disabled) is provided with care and accommodation **by a person who is not a parent, person with parental responsibility for them or a relative in their own home.**

2. A child is not privately fostered if the person caring for and accommodating them has done so for less than 28 days and does not intend to do so for longer. Such arrangements may come to the attention of school staff through the normal course of their interaction, and promotion of learning activities, with children.

3. Bury CE Primary or college will notify the local authority to allow the local authority to check the arrangement is suitable and safe for the child.

4. We will ensure our staff are aware of the link to the comprehensive guidance on the circumstances in which private fostering may arise can be found at https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/274414/Children_Act_1989_private_fostering.pdf

5. We will ensure the Pan-Sussex Child Protection and Safeguarding Procedures regarding private fostering that can be found https://sussexchildprotection.procedures.org.uk/tkypho/children-in-specific-circumstances/children-living-away-from-home#s187

will be followed where private fostering is known or believed to be taking place.

21 WHEN TO BE CONCERNED A CHILD IS AT RISK OF ABUSE

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

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

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

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

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

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

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

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

21.1 Recognising Physical Abuse

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

Indicators in the child

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

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

Fractures
Fractures may cause pain, swelling and discolouration over a bone or joint. It is unlikely that a child will have had a fracture without the carers being aware of the child's distress. If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture.

There are grounds for concern if:

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

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

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

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

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

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

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

Burns and Scalds
It can be difficult to distinguish between accidental and non-accidental burns and scalds. Scalds are the most common intentional burn injury recorded.
Any burn with a clear outline may be suspicious e.g., circular burns from cigarettes, linear burns from hot metal rods or electrical fire elements, burns of uniform depth over a large area, scalds that have a line indicating immersion or poured liquid.

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

The following points are also worth remembering:

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

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

Emotional / behavioural presentation:
- refusal to discuss injuries
- admission of punishment which appears excessive
- fear of parents being contacted and fear of returning home
- withdrawal from physical contact
- arms and legs kept covered in hot weather
- fear of medical help
- aggression towards others
- frequently absent from school
- an explanation which is inconsistent with an injury
- several different explanations provided for an injury.

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

- parent/carer has convictions for violent crimes.

Indicators in the family/environment:

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

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

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

- discrepancies between reported and observed medical conditions, such as the incidence of fits
- attendance at various hospitals, in different geographical areas
- development of feeding/eating disorders, as a result of unpleasant feeding interactions
- the child developing abnormal attitudes to their own health
- non-organic failure to thrive - a child does not put on weight and grow and there is no underlying medical cause
- speech, language or motor developmental delays
- dislike of close physical contact
- attachment disorders
- low self esteem
- poor quality or no relationships with peers because social interactions are restricted
- poor attendance at school and under-achievement.

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

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

21.3 Recognising Emotional Abuse

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

2. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate.

3. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as overprotection and limitation of exploration and learning or preventing the child participating in normal social interaction.

4. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children.

5. Some level of emotional abuse is involved in all types of maltreatment of a child though it may occur alone.

Indicators in the child:

- developmental delay
- abnormal attachment between a child and parent/carer e.g., anxious, indiscriminate or no attachment
- aggressive behaviour towards others
- child scapegoated within the family
- frozen watchfulness, particularly in pre-school children
- low self-esteem and lack of confidence
- withdrawn or seen as a 'loner' - difficulty relating to others
- over-reaction to mistakes
- fear of new situations
- inappropriate emotional responses to painful situations
- neurotic behaviour (e.g., rocking, hair twisting, thumb sucking)
- self-harm
- fear of parents being contacted
- extremes of passivity or aggression
- drug/solvent abuse
- chronic running away
- compulsive stealing
- low self-esteem
- air of detachment – 'don't care' attitude
- social isolation – does not join in and has few friends
- depression, withdrawal
- behavioural problems e.g., aggression, attention seeking, hyperactivity, poor attention
- low self-esteem, lack of confidence, fearful, distressed, anxious
- poor peer relationships including withdrawn or isolated behaviour.

Indicators in the parent:

- domestic abuse, adult mental health problems and parental substance misuse may be features in families where children are exposed to abuse
- abnormal attachment to child e.g., overly anxious or disinterest in the child
- scapegoats one child in the family
- imposes inappropriate expectations on the child e.g., prevents the child's developmental exploration or learning, or normal social interaction through overprotection
- wider parenting difficulties may, or may not, be associated with this form of abuse.

Indicators of in the family/environment:

- lack of support from family or social network
- marginalised or isolated by the community
- history of mental health, alcohol or drug misuse or domestic violence
- history of unexplained death, illness or multiple surgery in parents and/or siblings of the family

- past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

21.4 Recognising Neglect

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

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

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

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

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

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

- provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- protect a child from physical and emotional harm or danger
- ensure adequate supervision (including the use of inadequate caregivers)
- ensure access to appropriate medical care or treatment.

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

Indicators in the child

Physical presentation:

- failure to thrive or, in older children, short stature
- underweight
- frequent hunger
- dirty, unkempt condition
- inadequately clothed, clothing in a poor state of repair
- red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold
- swollen limbs with sores that are slow to heal, usually associated with cold injury
- abnormal voracious appetite
- dry, sparse hair
- recurrent/untreated infections or skin conditions e.g., severe nappy rash, eczema or persistent head lice/scabies/diarrhoea
- unmanaged / untreated health/medical conditions including poor dental health
- frequent accidents or injuries.

Development:

- general delay, especially speech and language delay
- inadequate social skills and poor socialization.

Emotional/behavioural presentation:

- attachment disorders
- absence of normal social responsiveness
- indiscriminate behaviour in relationships with adults
- emotionally needy
- compulsive stealing
- constant tiredness
- frequently absent or late at school
- poor self esteem
- destructive tendencies
- thrives away from home environment
- aggressive and impulsive behaviour
- disturbed peer relationships
- self-harming behaviour.

Indicators in the parent:

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

Indicators in the family/environment:

- history of neglect in the family
- family marginalised or isolated by the community
- family has history of mental health, alcohol or drug misuse or domestic violence
- history of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- family has a past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement
- dangerous or hazardous home environment including failure to use home safety equipment, risk from animals
- poor state of home environment e.g., unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating
- lack of opportunities for child to play and learn.

21.6 Recognising Sexual Abuse

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

2. The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

3. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet).

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

Indicators in the child -
Physical presentation:

- urinary infections, bleeding or soreness in the genital or anal areas
- recurrent pain on passing urine or faeces
- blood on underclothes
- sexually transmitted infections
- vaginal soreness or bleeding
- pregnancy in a younger girl where the identity of the father is not disclosed and/or there is secrecy or vagueness about the identity of the father
- physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing.

Emotional/behavioural presentation:

- makes a disclosure
- demonstrates sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
- inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- self-harm - eating disorders, self-mutilation and suicide attempts
- poor self-image, self-harm, self-hatred
- reluctant to undress for PE
- running away from home
- poor attention / concentration (world of their own)
- sudden changes in school work habits, become truant
- withdrawal, isolation or excessive worrying
- inappropriate sexualised conduct
- sexually exploited or indiscriminate choice of sexual partners
- wetting or other regressive behaviours e.g., thumb sucking
- draws sexually explicit pictures
- depression.

Indicators in the parents:

- comments made by the parent/carer about the child
- lack of sexual boundaries
- wider parenting difficulties or vulnerabilities
- grooming behaviour
- parent is a sex offender.

Indicators in the family/environment:

- marginalised or isolated by the community
- history of mental health, alcohol or drug misuse or domestic violence
- history of unexplained death, illness or multiple surgery in parents and/or siblings of the family
- past history of childhood abuse, self-harm, or a culture of physical chastisement
- family member is a sex offender.

22 ADDITIONAL SPECIFIC SAFEGUARDING ISSUES

22.1 Child abduction and community safety incidents

1. Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends and acquaintances); and by strangers.

2. We recognise other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation.

3. If we are informed about such an incident we will make contact with the police, by 999 if we believe someone is immediate danger or a crime is being committed.

4. We recognise the benefits of working with the police and taking advice from WSCC press office if sharing concerns about specific incidents with parents.

5. As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe. We will consider this in our RSHE curriculum, working with partners including the police where we can to enhance the universal taught curriculum.

6. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. We will consider this within our wider RSHE curriculum. Further information is available at:

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

22.2 Children in the court system

22.3 Criminal Court

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

2. We recognise that this maybe because crimes were committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds, accessed here and 12-17 year olds accessed here .

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

22.4 Pre-trial therapy

1. Bury CE Primary will always do all we can to support our pupils, which includes providing counselling and other types of therapy. We are aware, however, that

where the pupil is a witness in a criminal trial we must ensure relevant guidelines are followed – which can be found here. In any such situation we will be guided by the police in respect of provision of any therapy before trial.

22.5 Family court

1. Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has launched an online child arrangements information tool with clear and concise information on the dispute resolution service. Bury CE Primary will make this available as it may be useful for some parents and carers. It can be accessed here.

22.6 Children Missing Education – Also at Annex 4

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

22.7 Absence from school

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

22.8 Absence from School - Revised School Attendance Guidance August 2020

1. Bury CE Primary will follow the revised Government Guidance regarding attendance, which is in place from August 2020.
2. We recognise that from the start of the autumn term 2020 pupil attendance will be mandatory and the usual rules on attendance will apply, including:

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

3. The guidance also gives clear guidance on where not attending in Covid-19 related circumstances will apply.
4. Further advice and support can be found at **Annex 5** below and by contacting Pupil Entitlement Investigation on.

   Email - PEI@westsussex.gov.uk
   Tel - 0330 222 8200

22.9 Elective Home Education

1. As a school we recognise that many homes educated children have an overwhelmingly positive learning experience. We would expect the parents' decision to home educate to be made with their child's best education at the heart of the decision. However, we also recognise this is not the case for all, and home education can mean some children are less visible to the services that are there to keep them safe and supported in line with their needs.

2. From September 2016 the Education (Pupil Registration) (England) Regulations 2006 were amended so that schools must inform their LA of all deletions from their admission register when a child is taken off roll (See Annex 4 below re removal from roll)

3. Where a parent/carer has expressed their intention to remove a child from school with a view to educating at home, we recognise that KCSiE 2021 recommends that LAs, schools, and other key professionals work together to coordinate a meeting with parents/carers where possible. Ideally, this would be before a final decision has been made, to ensure the parents/carers have considered what is in the best interests of each child. This is particularly important where a child has SEND, is vulnerable, and/or has a social worker.

4. As a school we recognise that, on hearing of parents considering removing a child for EHE, Schools are encouraged to make contact with the EHE team to discuss any concerns they may have.[22]

5. Where the child is on a Child Protection / Child in Need or Early Help plan, we as a school recognise **we must**, at the earliest opportunity, inform the agencies involved in those plans and the EHE team, and look to hold a meeting with professionals and parents / carers to discuss any concerns and to ensure the parental decision is in the best interest of the child.

[22] The West Sussex County Council EHE Team can be contacted on - 0330 222 3300 / ehe@westsussex.gov.uk"

6. As a school we are also aware of DfE guidance for local authorities on Elective home education sets out the role and responsibilities of LAs and their powers to engage with parents in relation to EHE. Although this is primarily aimed at LAs, schools should also be familiar with this guidance.[23]

22.10 Child Criminal Exploitation and Child Sexual Exploitation (CSE)

1. We recognise that both CSE and CCE are forms of abuse that occur where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into taking part in sexual or criminal activity, in exchange for something the victim needs or wants, and/or for the financial advantage or increased status of the perpetrator or facilitator and/or through violence or the threat of violence. CSE and CCE can affect children, both male and female and can include children who have been moved (commonly referred to as trafficking) for the purpose of exploitation

2. We recognise changes in behaviour can indicate signs of abuse or exploitation and we will, as a school, always hear the voice of the child and establish what underlying causes there are for changes in or continued poor behaviour.

All of our staff recognise:

3. in some cases, the exploitation or abuse will be in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or will be to the financial benefit or other advantage, such as increased status, of the perpetrator or facilitator.

4. Children can be exploited by adult males or females, as individuals or in groups. Theymay also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, it is important that the child perpetrator is also recognised as a victim.

5. Whilst the age of the child may be a contributing factor for an imbalance of power, there are a range of other factors that could make a child more vulnerable to exploitation, including gender, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

6. Some of the following can be indicators of both child criminal and sexual exploitationwhere children:

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

7. Children who have been exploited will need additional support to help maintain them ineducation.

8. CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-

[23] https://www.gov.uk/government/publications/elective-home-education

basedmethods of compliance and may, or may not, be accompanied by violence or threats ofviolence.

- Some additional specific indicators that may be present in CSE are children who:
- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

9. Further information on signs of a child's involvement in sexual exploitation is available in Home Office guidance https://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners

22.11 Concerns a child is being exploited

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

22.12 County Lines

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

2. All our staff will recognise that:

3. Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions,pupil referral units, children's homes and care homes.

4. Children are also increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs canmanufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

5. A number of the indicators for CSE and CCE as detailed above may be applicable to where children are involved in county lines. Some additional specific indicators that maybe present where a child is criminally exploited through involvement in county lines are children who:

- go missing and are subsequently found in areas away from their home;

- have been the victim or perpetrator of serious violence (e.g., knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs,handing over and collecting money for drugs;
- are exposed to techniques such as 'plugging', where drugs are concealedinternally to avoid detection;
- are found in accommodation that they have no connection with, often called a 'traphouse or cuckooing' or hotel room where there is drug activity;
- owe a 'debt bond' to their exploiters;
- have their bank accounts used to facilitate drug dealing.

6. Further information on the signs of a child's involvement in county lines is available inguidance published by the https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/863323/HOCountyLinesGuidance_-_Sept2018.pdf

7. If we are concerned that a child or young person is being exploited or being drawn into exploitation through county lines we will follow the guidance at 22.11 above.

22.13 Modern Slavery and the National Referral Mechanism

1. We recognise modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

2. We recognise that modern slavery effects all members of society and could be happening in our community.
3. Where we have any concerns modern slavery is happening we will contact the police and / or IFD.

4. We recognise we can obtain further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. https://www.gov.uk/government/collections/modern-slavery

22.14 Serious Violence

1. All staff in Bury CE Primary will be aware of the indicators which may signal that children are at risk from or involved with serious violent crime. We will be aware that indicators such as increased absence, a change of friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or injuries. In addition, unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

2. We understand that such cases are often difficult to identify. As a school we will do all we can to hear the voice of the child, enabling all our children to share concerns, worries or feel enabled to ask for help.

3. Where we are concerned that a child at Bury CE Primary may be involved in serious violence or at risk of exploitation we will complete the child exploitation risk assessment found https://www.westsussexscp.org.uk/professionals/child-exploitation-ce-including-child-sexual-exploitation-cse/child-exploitation-including-child-sexual-exploitation

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

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

22.15 Contextual Safeguarding Networks

1. Recent developments in building contextual safeguarding network can significantly increase the support to young people at risk of exploitation. This network looks at different aspects of potential abuse which is committed outside the home. More information can be found in the Pan-Sussex Child Protection and Safeguarding Procedures https://sussexchildprotection.procedures.org.uk/tkyqxo/children-in-specific-circumstances/exploitation

2. Further advice and guidance can be found by visiting https://westsussex.local-offer.org/information_pages/599-contextual-safeguarding

22.16 Cybercrime

1. We recognise Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include;

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;

- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,

- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

2. We recognise that children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime.

3. If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), we will consider a referral to IFD.

4. We will also consider referring into the Cyber Choices programme. (A nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young

people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.)

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

Additional advice can be found at:

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

22.17 Domestic Abuse

1. Bury CE Primary recognises the definition of domestic abuse to be any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- emotional

2. Exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children. In some cases, a child may blame themselves for the abuse or may have had to leave the family home as a result.

3. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

4. Any concerns regarding domestic abuse will be considered by the Designated Safeguarding Lead or deputy with advice and guidance obtained from IFD.

5. As outlined in Keeping Children Safe in Education 2020, Operation Encompass helps police and schools work together and enables the school to support the child as soon as possible. Bury CE Primary has joined the Operation Encompass scheme with Sussex Police.

6. Bury CE Primary is aware of and will use where necessary the Operation Encompass National Teachers Helpline 0204 513 9990 in order to support our children if we receive an Operation Encompass notification.

7. Bury CE Primary is also aware that IFD can also provide support.

8. We are aware that further information can also be obtained from:

- https://www.operationencompass.org/
- NSPCC - lockdown and domestic abuse,
- Refuge - effects on children and
- SafeLives: young people and domestic abuse

22.18 Homelessness

1. Bury CE Primary recognises that being homeless or being at risk of becoming homeless presents a real risk to a child's welfare.

2. The Designated Safeguarding Lead (and any deputies) should be aware of contact details and referral routes into the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property.

3. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into Children's Social Care where a child has been harmed or is at risk of harm.

4. The Homelessness Reduction Act 2017 places a new legal duty on English Councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live.

5. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets can be found https://www.gov.uk/government/publications/homelessness-reduction-bill-policy-factsheets

6. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible before they are facing a homelessness crisis.

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

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

22.19 So Called Honour Based Violence (HBV) – including Female Genital Mutilation and Forced Marriage

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

relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

- For schools and colleges who may use children and/or other family members to translate information to parents and cares – THIS MUST NOT BE DONE IF THERE ARE CONCERNS ABOUT so called honour-based violence.

- If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the Designated Safeguarding Lead (or deputy) who will in turn contact the IFD.

22.20 Female Genital Mutilation (FGM)

22.21 Legal obligation to report acts of Female Genital Mutilation.

1. Female Genital Mutilation (FGM) comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting harmful consequences.

2. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM.

3. From 31st October 2015, regulated health and social care professionals and teachers in England and Wales must report 'known' cases of FGM in under 18's which they identify in the course of their professional work to the police.

4. The Home Office has published procedural information on the duty to help health and social care professionals, teachers and the police understand: the legal requirements placed upon them, a suggested process to follow, and an overview of the action which may be taken if they fail to comply with the duty. It also aims to give the police an understanding of the duty and the next steps upon receiving a report.

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

22.22 Forced Marriage

- Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example).

- Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. We recognise Bury CE Primary can play an important role in safeguarding children from forced marriage.

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

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

22.23 Preventing Radicalisation

1. As part of our **safeguarding** training Bury CE Primary will train all staff at least annually in respect of preventing radicalisation.

2. We recognise children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach.

3. Extremism is the vocal or active opposition to our fundamental values, including democracy, the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces.

4. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.

5. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

6. There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media or the internet) and settings (such as within the home).

7. However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour, which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a Prevent referral.

22.24 The Prevent Duty

1. The school's or college's designated safeguarding lead (and any deputies) should be aware of local procedures for making a Prevent referral and that Bury CE Primary is subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism".

2. This duty is known as the PREVENT Duty.

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

4. Our Designated Safeguarding Leads and other senior leaders will familiarise themselves with the revised Prevent Duty Guidance https://www.gov.uk/government/publications/prevent-duty-guidance especially paragraphs 57-76, which are specifically concerned with schools and childcare.

5. The guidance is set out in terms of four general themes: risk assessment, working in partnership, staff training, and IT policies.

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

7. We recognise that further information can be obtained from WSCC Preventing Extremism and also Keeping Children Safe in Education 2020 for national on-line training courses(pages 89-91).

22.25 Channel Programme – for those at risk of radicalisation

1. Bury CE Primary recognises Channel is a voluntary, confidential support programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism.

2. Prevent referrals may be passed to a multi-agency Channel Panel, which will discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required. A representative from the school or college may be asked to attend the Channel Panel to help with this assessment. An individual's engagement with the programme is entirely voluntary at all stages.

3. Bury CE Primary designated safeguarding lead/senior staff will understand when it is appropriate to make a referral to the Channel programme.

4. Further information is available here:

- **Prevent and Channel Duty – A Toolkit for Schools**
- **Channel Guidance**
- **Making a Channel Referral in West Sussex**
- **Prevent Channel Referral Form**

5. Further advice and guidance regarding the PREVENT Duty and preventing radicalisation and violent extremism can be accessed on the West Sussex Service for Schools website, accessed **https://schools.westsussex.gov.uk/Services/3601**

22.26 Allegations against other pupils which are safeguarding issues

1. Occasionally, allegations may be made against a pupil by other pupils in the school which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation.

2. Professionals must decide in the circumstances of each case whether or not behaviour directed at another child should be categorised as abusive or not.

Examples of safeguarding issues against a student could include:

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

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

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

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

(For sexual abuse / exploitation see section 24 below)

22.27 Procedure

1. If there is a safeguarding concern, the Designated Safeguarding Lead (DSL) should be informed.

2. A factual record should be made of the allegation, but no attempt at that stage should be made to investigate the circumstances (though further discussion with the alleged victim/perpetrator may be required by the school if further assessment required prior to safeguarding decision).

3. The Designated Safeguarding Lead should contact the IFD to discuss the case where appropriate.

4. The Designated Safeguarding Lead will follow through the outcomes of the discussion and make a referral when appropriate.

5. If the allegation indicates that a potential criminal offence has taken place, school will consult with the police and IFD.

6. Parents of both the perpetrator and the alleged victim should be informed and kept updated on the progress of the referral, unless to do so would place the alleged victim at risk, and/or jeopardise a police investigation. If unsure, advice should be sought from the IFD.

7. The Designated Safeguarding Lead will make a record of the concern and a copy will be kept on both pupils' files.

8. Where neither Children's Social Care nor the police progress an investigation, a thorough investigation should take place using the school's normal disciplinary procedures.

9. In situations where the school considers a safeguarding concern remains present, a risk assessment should be prepared along with a preventative plan. The plan should be monitored, and a date set for a follow up review with everyone concerned. The plan should reflect both the physical and emotional safety of all pupils concerned.

22.28 Children with family members in prison

- Bury CE Primary is aware of the additional challenges faced by children who have a parent/carer sent to prison. We recognise that this could well be an adverse childhood experience and we also recognise such children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health.

- NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children. Bury CE Primary will work in accordance with that guidance, found here, in supporting children in Bury CE Primary who have a parent or carer in prison.

22.29 Other aspects of risk – Bullying / Emotional Health & Well-being

- In addition to the information contained in section 12 above, additional information is provided on the following areas;

- Bullying including cyberbullying.

- Bury CE Primary has an anti-bullying strategy which is used by all staff. National guidance on anti-bullying can be found here. In addition, support for victims of significant bullying can be provided by the local Early Help hub and by visiting Your Space .

23 SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDREN IN SCHOOLS AND COLLEGES

1. We are familiar with the guidance and information contained with part 5 KCSiE 2021 and also DfE guidance https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf which has been produced to assist schools and colleges to manage cases of sexual violence and harassment between pupils.

2. At Bury CE Primary we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other pupils.

3. We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's behaviour policy or anti -bullying policy in the first instance.

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

5. **All staff** should recognise that children are capable of abusing their peers. All our staff should be clear about Bury CE Primary or college policy and procedures with regard to peer-on-peer abuse.

6. We recognise the importance of an ambitious broad and balanced curriculum which develops students understanding of consent, acceptable behaviour, keeping themselves safe and healthy relationships.

7. We will ensure that, in Bury CE Primary or college, our policy will include procedures to minimise the risk of peer-on-peer abuse.

8. We recognise and will ensure that systems should be in place (and they should be well promoted, easily understood and easily accessible) for children to confidently report abuse, knowing their concerns will be treated seriously.

9. We understand that schools and colleges not recognising, acknowledging or understanding the scale of harassment and abuse and/or downplaying some behaviours related to abuse can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse leading to children accepting it as normal and not coming forward to report it. We will ensure we have a positive cultural of challenge and reporting in Bury CE Primary.

10. We recognise that children may not find it easy to tell staff about their abuse verbally. We understand children can show signs or act in ways that they hope adults will notice and react to. In some cases, the victim may not make a direct report. For example, a friend may make a report, or a member of school or college staff may overhear a conversation that suggests a child has been harmed or a child's own behaviour might indicate that something is wrong. As per this policy, if staff have any concerns about a child's welfare, they should act on them immediately rather than wait to be told.

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

12. The starting point regarding any report should always be that there is a zero-tolerance approach to sexual violence and sexual harassment, and it is never acceptable, and it will not be tolerated. It is especially important not to pass off any sexual violence or sexual harassment as "banter", "just having a laugh", "part of growing up" or "boys being boys" as this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

13. Bury CE Primary recognises sexual violence and sexual harassment can occur between two children of **any** age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

14. Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable.

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

23.1 Our staff will recognise the importance of:

1. Making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;

2. not tolerating or dismissing sexual violence or sexual harassment as "banter", "part of growing up", "just having a laugh" or "boys being boys"; and

3. Challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

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

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

6. Sexual violence and sexual harassment. (Which is covered in much more detail below).

7. Consensual and non-consensual sharing of nudes and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery) Also covered below.

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

9. Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

10. Initiation/hazing type violence and rituals.

23.2 Preventing Peer on Peer Abuse

1. As a school we will

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

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

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

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

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

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

8. Provide a clear statement that abuse is abuse and should never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".

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

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

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

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

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

- **Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.

23.4 What is consent?

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

23.5 Sexual harassment

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

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

- Sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- Sexual "jokes" or taunting;
- Physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- Online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence[24]. 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

23.6 Upskirting

1. Bury CE Primary recognises that upskirting is a criminal offence and we will take any allegations of such behaviour very seriously.

2. Upskirting typically involves taking a picture up or under a person's clothing without them knowing. The picture is taken with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

3. When an allegation of upskirting is brought to our attention we will respond as we would for any other disclosure of potential abuse.

4. We will follow the principles as set out in responding to reports of sexual violence and harassment above and will take advice from IFD on how to progress any allegation of upskirting.

5. Where any suspect for a case of upskirting is identified as being a pupil at Bury CE Primary we will initially be guided by police but will always seek to support that pupil in accordance with the principles set out in 22.23 below.

23.7 Sharing Nudes and semi-nude images

1. We recognise the guidance issued in December 2020 by the Dept for Digital, Culture, Media and Sport and the UK Council for Internet Safety published guidance Sharing nudes and semi nudes: advice for education settings working with children and young people[25].

2. This guidance separates incidents of those under 18 sharing nude or semi-nude images into two broad areas: 1 - aggravated and 2 - experimental.

3. Aggravated can be sub-categorised into the following areas:

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

[25] https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people

- An adult is involved,
- Youth only and there is an intent to harm – for example used to threaten or exploitation, Youth only and reckless misuse – for example sharing images widely without consent but no intent to harm.

4. Experimental can be sub-categorised into

- Where images have been shared within a romantic context
- Where young people share images of themselves with others for sexual attention[26]
- Another reason

5. Response

- We will have a thorough understanding of the guidance and assess each case on its own merits. Where aggravating factors may be present, the matter should be referred to police on 101 and IFD.

- Where there are no clear aggravating factors settings should consider whether a safeguarding referral to IFD should still be made, taking advice from IFD where appropriate

- We will consider Annex 10 when responding to such cases.

23.8 Part Five, Keeping Children Safe in Education

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

23.9 Responding to reports of sexual violence and sexual harassment

1. Annex 10 of this policy, *Briefing Note: Sexual violence & harassment between children in schools & colleges* outlines key considerations for schools and colleges. The briefing note contains information on how to respond and refer to reports of sexual violence and sexual harassment, safety plans, and how to support all the children and young people involved.

2. We recognise that this briefing note sets out the local context and outlines when schools should contact the police and the integrated front door. We will use this briefing note when responding to any reports of sexual violence and sexual harassment.

3. We recognise If a report is determined to be unsubstantiated, unfounded, false or malicious, the designated safeguarding lead should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate.

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

4. If a report is shown to be deliberately invented or malicious, we will, whilst supporting all young people involved, consider if any action should be taken as per our behaviour policy.

24 DEALING WITH A DISCLOSURE OF ABUSE

24.1 We are determined

1. That Bury CE Primary will be a safe place where children feel able to talk to a trusted adult if they are concerned or worried.

2. We are also determined that all staff, including volunteers, will know how to respond appropriately should a child disclose to them.

24.2 If a child discloses – we will:

- Accept what the child says.

- Stay calm; the pace should be dictated by the child without them being pressed for detail. DO NOT ASK LEADING QUESTIONS such as "did x touch you there?" It is our role to listen - not to investigate.

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

- Use age-appropriate vocabulary and language; avoid jargon or terms the child may not understand.

- Be careful not to burden the child with guilt by asking questions like "Why didn't you tell me before?" but you could ask 'Have you spoken to anyone else about this?'

- Acknowledge how hard it maybe for the child to tell anyone what has happened.

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

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

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

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

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

24.3 When recording information, we will:

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

2. Make detailed notes at the time or immediately afterwards; record the date, time, place and context of disclosure or concern. Record facts and what was said but not your assumption or interpretation.

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

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

5. Not take photographs.

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

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

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

24.4 Reporting Forms

1. Reporting forms will be readily available to all staff who may require them. Staff should not have to print forms off before being able to complete them.

2. Reporting forms will be located together with the latest copies of Keeping Children Safe in Education, Confidential Reporting Policy and the schools' child protection and safeguarding policy, at various easily accessible points through the school.

3. Annex's 6, 7 & 8 below provides specimen suggested forms, chronologies and skin/body maps for the recording of information.

4. Even where we have a computerised safeguarding system, we will still have paper reporting forms readily available to all staff, so they record concerns as soon as possible. (For example, where the computer system is 'down' or where the member of staff cannot gain access quickly to record the disclosure immediately.)

5. All paper records will be retained as per the record keeping section below. Where an electronic system is in operation, paper records of any disclosures by a child or record made by a staff member relating to a disclosure will be uploaded and the original paper record also retained.

24.5 Support for staff

1. It is recognised that staff working in a school who have become involved with a child who has suffered harm or appears to be likely to suffer harm may find the situation stressful and upsetting.

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

25 RECORD KEEPING

25.1 Child Protection Files

1. We recognise that KCSiE 2021 makes it clear that **All** concerns, discussions and decisions made, and the reasons for those decisions, should be recorded in writing. Information should be kept confidential and stored securely. It is good practice to keep concerns and referrals in a separate child protection file for each child. And,

- That Records should include:
- a clear and comprehensive summary of the concern;
- details of how the concern was followed up and resolved;
- a note of any action taken, decisions reached and the outcome.

2. If in doubt about recording requirements, staff should discuss with the designated safeguarding lead (or deputy).

3. In Bury CE Primary we recognise the fundamental safeguarding practice of accurately recording safeguarding information. In Bury CE Primary:

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

5. Each child will have a separate record.

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

7. Each recorded concern will have

   a) a clear and comprehensive record of the concern,
   b) details of how the concern was followed up and
   c) a clear record of any action taken, decisions reached and the outcome, including any challenge / escalation to any other agency.

8. It is anticipated that more than one member of staff will have access to records and be able to make entries into a child's safeguarding records. Whether there is any doubt about whether to make a record or not staff must consult with the DSL.
9. Where computer systems are used, staff will still have access to paper forms so immediate conversations with a child/body map drawing etc. can be made contemporaneously.

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

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

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

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

25.2 When a child moves school

1. Any child protection files relating to that child will be transferred / retained in accordance with guidelines which can be found in the Information Management Toolkit for Schools found https://irms.org.uk/page/SchoolsToolkit

2. In line with statutory guidance (KCSiE 2021, para 112-113) where children leave the school or college, the Designated Safeguarding Lead will ensure their child protection file is transferred to the new school or college as soon as possible, ensuring secure transit, and confirmation of receipt should be obtained.

3. **For schools, this should be transferred separately from the main pupil file.** Receiving schools and colleges should ensure key staff such as designated safeguarding leads and SENCOs or the named person with oversight for SEN in a college, are aware as required.

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

5. In accordance with the Information Management Toolkit for Schools, when a child moves from one school to another, the file will move with them. (See Annex 11 below for a specimen file transfer form.) The sending school should not copy nor retain the child protection file unless they are to be used in ongoing proceedings. (Noting the exceptions when the child moves to an independent school or post 16 education provision)

26 ALLEGATIONS AGAINST STAFF RECORDS

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

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

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

27 MANAGING PROFESSIONAL DIFFERENCES & CONCERNS

1. We recognise that, on occasions, we may disagree with a safeguarding decision made by another safeguarding professional or agency. Bury CE Primary recognises that we must challenge such decisions and recognises such challenge as a vital tool in keeping children safe.

2. On occasions there may be differences of opinion between professionals in response to a specific safeguarding matter, for example, from the view of the school, Children's Social Care closing a case too early or removing a child from a child protection plan too soon.

3. Professional Differences and Concerns Protocol.

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

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

28 ANNEX 1 – TABLE OF HYPERLINKS USED IN THIS POLICY

Para	Area	Hyperlink
1.2	Integrated Front Door	Referrals to IFD should be made on the following web-based forms which can be accessed here: Adults - https://www.westsussex.gov.uk/raiseaconcernaboutanadult Children's - https://www.westsussex.gov.uk/education-children-and-families/keeping-children-safe/raise-a-concern-about-a-child/
4	Relevant Legislation	• The Children Act 1989 https://www.legislation.gov.uk/ukpga/1989/41/contents • The Children Act 2004 https://www.legislation.gov.uk/ukpga/2004/31/contents • Education Act 2002 https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/about-this-guidance • Keeping Children Safe in Education (DfE September 2021) https://www.gov.uk/government/publications/keeping-children-safe-in-education--2 • Sexual Violence and sexual harassment between children in schools and colleges 2021: https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/999239/SVSH_2021.pdf • Teaching online safety in school (DfE June 2019) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/811796/Teaching_online_safety_in_school.pdf • Working Together to Safeguard Children 2018: https://www.gov.uk/government/publications/working-together-to-safeguard-children--2 • Regulated Activity in relation to children: scope https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550197/Regulated_activity_in_relation_to_children.pdf • The Education (Child Information) (England) Regulations 2005 https://www.legislation.gov.uk/uksi/2005/1437/contents • Prevent Duty for England and Wales (2015) under section 26 of the Counter-Terrorism and Security Act 2015 https://www.gov.uk/government/publications/prevent-duty-guidance • Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/573782/FGM_Mandatory_Reporting_-_procedural_information_nov16_FINAL.pdf • Dealing with Allegations of Abuse against Teachers and Other Staff (2012) https://www.gov.uk/government/publications/allegations-of-abuse-against-teachers-and-non-teaching-staff • Children Missing Education https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf

		• West Sussex Safeguarding Children Partnership and Pan-Sussex safeguarding procedures West Sussex Safeguarding Children Partnership
6.5.5 6.5.6 6.5.7 6.5.8	DfE / WSCC guidance – attendance and Children Missing Education	DfE school attendance guidance can be found https://www.gov.uk/government/publications/school-attendance WSCC school absence information can be found https://www.westsussex.gov.uk/education-children-and-families/schools-and-colleges/school-attendance-and-behaviour/school-absences/ DfE guidance Children Missing Education found https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/550416/Children_Missing_Education_-_statutory_guidance.pdf WSCC Children Missing Education and Removal from Roll Policy https://www.westsussex.gov.uk/media/12459/cme_policy.pdf
6.7	Safeguarding Assessments & Peer Reviews	https://www.nspcc.org.uk/services-and-resources/working-with-schools/esat/ West Sussex Service for Schools – Safeguarding in Education Section http://schools.westsussex.gov.uk/
6.8	Working Together to Safeguard Children	Working Together to Safeguard Children 2018 – found https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/942454/Working_together_to_safeguard_children_inter_agency_guidance.pdf
6.10	Pan Sussex Child Protection & Safeguarding Procedures	Sussex Child Protection & Safeguarding Procedures
6.13 / 6.14 / 6.15	Allegations & Referrals	Making a barring referral to the DBS Referral to the Teacher Regulation Authority
6.20	Managing Professional Differences	https://www.westsussexscp.org.uk/professionals/professional-disagreements-and-concerns
6.21	West Sussex Safeguarding Children Partnership (WSSCP)	https://www.westsussexscp.org.uk/
7.2.2	WSSCP – continuum of need / threshold document	https://www.westsussexscp.org.uk/professionals/working-together/west-sussex-continuum-of-need-threshold-guidance IFD online referral form, here
7.2.3	WSSCP – case conference report form	https://www.westsussexscp.org.uk/professionals/working-together/cp-conferences
8.3	Information Sharing	*Advice for practitioners providing safeguarding services to children, young people, parents and carers* accessed here Data protection toolkit for schools
8.5 8.6	Early Help Allocated Worker	West Sussex Early Help Hubs

9	West Sussex LADO Service	WSCC LADO information pack https://www.westsussexscp.org.uk/professionals/professional-disagreements-and-concerns/allegations-against-someone-who-works-with-children
9.2	West Sussex Safeguarding Procedures	Managing allegations made against people who work or volunteer with children, found https://sussexchildprotection.procedures.org.uk/tkyphy/children-in-specific-circumstances/allegations-against-people-who-work-with-care-for-or-volunteer-with-children
9.17	Confidential reporting	West Sussex Confidential Reporting Policy, found https://www.proceduresonline.com/westsussex/cs/p_whistleblowing.html#how-to-raise-concern Whistleblowing advice line | NSPCC
11.1.3	Designated Teacher for CLA	https://www.gov.uk/government/publications/designated-teacher-for-looked-after-children The Role and Responsibilities of the Designated Teacher
11.2.3	Leaving Care Personal Advisors	https://www.westsussex.gov.uk/education-children-and-families/your-space/life/leaving-care-local-offer/
12	Children Potentially at Greater Risk of Harm – Educational Outcomes	https://www.gov.uk/government/publications/review-of-children-in-need/review-of-children-in-need https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/762826/Children_in_Need_of_help_and_protection-Interim_findings.pdf https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/809236/190614_CHILDREN_IN_NEED_PUBLICATION_FINAL.pdf
13	Children Requiring Mental Health Support	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/623895/Preventing_and_tackling_bullying_advice.pdf Mental health and behaviour in schools Promoting children and young people's emotional health and wellbeing West Sussex Community Mental Health Liaison Service https://www.sussexpartnership.nhs.uk/west-sussex-cmhl-service#:~:text=The%20new%20Community%20Mental%20Health,to%20moderate%20mental%20health%20conditions. West Sussex School Nursing Service Mentally Healthy Schools ChatHealth YES - Youth Emotional Support Service
13.2	Self-Harm Guidance for schools	Self-Harm Guidance for schools
14	Statutory Status of RE/RSE/HE	Statutory guidance: relationships education relationships and sex education (RSE) and health education West Sussex Education for Safeguarding E4S The PSHE Association provides guidance to schools on developing their PSHE curriculum including online safety –Accessed here Parent Zone and Google have developed Be Internet Legends Accessed here

		Rise Above - PSHE curriculum topics to Upper KS2, KS3 and KS4 pupils Here
15	Crimes committed on school premises – when to call the police	The National Police Chiefs Council guidance https://www.npcc.police.uk/documents/Children%20and%20Young%20people/When%20to%20call%20police%20guidance%20for%20schools%20and%20colleges.pdf
16	Use of reasonable force in schools	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/444051/Use_of_reasonable_force_advice_Reviewed_July_2015.pdf
17	Online safety in schools	Teaching On-Line Safety in Schools, June 2019, found here UK Safer internet centre Prevent duties. 360 Safe Website Online safety in schools and colleges: Questions for the Governing Body Safeguarding and remote education
18	Ofsted Inspections	Ofsted's inspection framework – found https://www.gov.uk/government/publications/education-inspection-framework/education-inspection-framework Inspecting safeguarding in early years, education and skills guidance from September 2019, found https://www.gov.uk/government/publications/inspecting-safeguarding-in-early-years-education-and-skills/inspecting-safeguarding-in-early-years-education-and-skills
21	Private Fostering	https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/274414/Children_Act_1989_private_fostering.pdf https://sussexchildprotection.procedures.org.uk/tkypho/children-in-specific-circumstances/children-living-away-from-home#s187
22.2	Fabricated or induced illness & Perplexing Presentations	Pan-Sussex Child Protection Procedures for further information https://sussexchildprotection.procedures.org.uk/tkypss/children-in-specific-circumstances/fabricated-or-induced-illness-fii-and-perplexing-presentations-including-fii-by-carers
22.10	Neglect	https://www.westsussexscp.org.uk/neglect
23.1	Child abduction	http://www.actionagainstabduction.org/ https://clevernevergoes.org/
23.2	Children in the court system	There are two age appropriate guides 5-11year olds, accessed here and 12-17 year olds accessed here. Pre-trail therapy for children relevant guidelines found here Family court online arrangements tool here
23.6	Children Missing Education	Children Missing Education latest statutory guidance WSCC RFR form

		Adding a pupil's name to the admission register at a non-standard transition point Form
23.8	Attendance – new guidance August 2020	Government Guidance
23.9	Elective Home Education	https://www.gov.uk/government/publications/elective-home-education
23.10 – 23.12	Exploitation / County Lines / Contextual Safeguarding	Guidance can be found at West Sussex Safeguarding Partnership Child sexual exploitation: definition and guide for practitioners Home Office - County Lines WSCC Contextual Safeguarding Local Offer
23.13	Modern Slavery	https://www.gov.uk/government/collections/modern-slavery
23.14	Serious violence	https://www.westsussexscp.org.uk/professionals/child-exploitation-ce-including-child-sexual-exploitation-cse/child-exploitation-including-child-sexual-exploitation
23.15	Contextual Safeguarding	https://sussexchildprotection.procedures.org.uk/tkyqxo/children-in-specific-circumstances/exploitation https://westsussex.local-offer.org/information_pages/599-contextual-safeguarding
23.16	Cyber Crime	https://nationalcrimeagency.gov.uk/what-we-do/crime-threats/cyber-crime/cyberchoices https://www.ncsc.gov.uk/
23.17	Domestic Abuse	Operation Encompass Teachers National Helpline NSPCC - lockdown and domestic abuse, Refuge - effects on children SafeLives: young people and domestic abuse
23.18	Homelessness	Homeless Reduction Act Factsheets found here
23.19 23.20	Female Genital Mutilation	Home Office: Mandatory Reporting of FGM – procedure information FGM Mandatory Reporting Fact Sheet FGM Reporting Flowchart for under 18's
23.22	Forced Marriage	Statutory Guidance Multi-agency Force Marriage Guidance
23.23	Prevent	Prevent duty guidance: for England and Wales Prevent duty guidance: for further education institutions in England and Wales WSCC Preventing Extremism
23.25	Channel	Prevent and Channel Duty – A Toolkit for Schools Channel Guidance Making a Channel Referral in West Sussex Prevent Channel Referral Form West Sussex Service for Schools website, accessed **here**

23.26	Peer on Peer abuse	West Sussex Child Protection and Safeguarding Procedures - Children who Harm Other Children
24	Sexual Violence and harassment	Full guidance can be found https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014224/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf Risk assessments, can be found in West Sussex Service for Schools Safeguarding In Education Resources
24.30	Sexual Violence and Harassment – supporting those displaying harmful sexual behaviours	NHS Sussex Consultation, Assessment & Treatment service https://www.sussexpartnership.nhs.uk/CATS
24.7	Sharing nude / semi nude images	https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people
26.2	Child Protection Files – when a child moves schools	Information Management Toolkit for Schools found https://irms.org.uk/page/SchoolsToolkit
28	Managing Professional disagreements	West Sussex Safeguarding Children Website, Professional disagreements and concerns
29	Adult Safeguarding	Sussex Safeguarding Adult Procedures and can be found here. General safeguarding those aged 18 and over can also be found here Adult Social Care Referral Form on-line form.

29 ANNEX 2 – COPY OF ANNEX B KCSIE 2021 – ROLE OF THE DSL

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

Governing bodies and proprietors should ensure an appropriate senior member of staff, from the school or college leadership team, is appointed to the role of designated safeguarding lead[27]. The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety). This should be explicit in the role holder's job description.

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

Deputy designated safeguarding leads

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

Availability

During term time the designated safeguarding lead (or a deputy) should always be available (during school or college hours) for staff in the school or college to discuss any safeguarding concerns. Whilst generally speaking the designated safeguarding lead (or deputy) would be expected to be available in person, it is a matter for individual schools and colleges, working with the designated safeguarding lead, to define what "available" means and whether in exceptional circumstances availability via phone and or Skype or other such media is acceptable. It is a matter for individual schools and colleges and the designated safeguarding lead to arrange adequate and appropriate cover arrangements for any out of hours/out of term activities.

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

Manage referrals

The designated safeguarding lead is expected to refer cases:

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

NPCC - When to call the police should help understand when to consider calling the police and what to expect when working with the police[28].

Working with others

The designated safeguarding lead is expected to:

- act as a source of support, advice and expertise for all staff;
- act as a point of contact with the safeguarding partners;
- liaise with the headteacher or principal to inform him or her of issues- especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations;
- as required, liaise with the "case manager" (as per Part four) and the local authority designated officer(s) (LADO) for child protection concerns in cases which concern a staff member;
- liaise with staff (especially teachers, pastoral support staff, school nurses, IT Technicians, senior mental health leads and special educational needs coordinators (SENCOs), or the named person with oversight for SEN in a college and Senior Mental Health Leads) on matters of safety and safeguarding and welfare (including online and digital safety) and when deciding whether to make a referral by liaising with relevant agencies so that children's needs are considered holistically;
- liaise with the senior mental health lead and, where available, the Mental Health Support Team, where safeguarding concerns are linked to mental health;
- promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances;
- work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced,

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

and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school or college[29]. This includes:

- ensure that the school or college knows who its cohort of children who have or have had a social worker are, understanding their academic progress and attainment, and maintaining a culture of high aspirations for this cohort; and,
- support teaching staff to provide additional academic support or reasonable adjustments to help children who have or have had a social worker reach their potential, recognising that even when statutory social care intervention has ended, there is still a lasting impact on children's educational outcomes.

Information sharing and managing the child protection file

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

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

Records should include:

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

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

Where children leave the school or college (including in year transfers) the designated safeguarding lead should ensure their child protection file is transferred to the new school or college as soon as possible, and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. This should be transferred separately from the main pupil file, ensuring secure transit, and confirmation of receipt should be obtained.

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

Lack of information about their circumstances can impact on the child's safety, welfare and educational outcomes. In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any additional information with the new school or college in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive in the school

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

or college. For example, information that would allow the new school or college to continue supporting children who have had a social worker and been victims of abuse and have that support in place for when the child arrives.

Raising Awareness

The designated safeguarding lead should:

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

Training, knowledge and skills

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

- understand the assessment process for providing early help and statutory intervention, including local criteria for action and local authority children's social care referral arrangements;[30]
- have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;
- understand the importance of the role the designated safeguarding lead has in ~~providing information~~ and support to children social care in order to safeguard and promote the welfare of children;
- understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in

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

responding to this in promoting educational outcomes;

- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers;[31]
- understand the importance of information sharing, both within the school and college, and with the safeguarding partners, other agencies, organisations and practitioners;
- understand and support the school or college with regards to the requirements of the Prevent duty and are able to provide advice and support to staff on protecting children from the risk of radicalisation;
- are able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college;
- can recognise the additional risks that children with special educational needs and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online;
- obtain access to resources and attend any relevant or refresher training courses; and,
- encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.

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

Providing support to staff

Training should support the designated safeguarding lead in developing expertise, so they can support and advise staff and help them feel confident on welfare, safeguarding and child protection matters. This includes specifically to:

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

Understanding the views of children

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

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

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

- understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships which facilitate communication.

Holding and sharing information

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

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

30 ANNEX 3 – LIST OF SUGGESTED POLICIES TO SUPPORT SAFEGUARDING

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

Policy	In place Y / N	Next Review (date)
Staff Behaviour / Code of Conduct	**Y**	**JAN 22**
Confidential Reporting	**Y**	**SEPT 21**
Safer Recruitment	**Y**	**SEPT 21**
Unexplained Absence / poor attendance	**Y – part of safeguarding practices**	
Anti-bullying	**Y**	**MAR 22**
E-safety	**Part of PSHE Policy**	
Equality / Anti-discrimination	**Y**	**JAN 23**
Use of physical intervention	**N**	
Meeting the needs of pupils with medical conditions – including intimate care (Statutory Guidance 2015)	**Y – SEN Information Report** **Y**	**SEPT 22**
Providing First Aid		
Drug and substance misuse (DfE guidance 2012)	**Y**	**APR 23**
Educational / Offsite / Residential	**Y**	**MAR 23**
Behaviour Management	**Y**	**MAR 22 (child)** **JAN 22 (adult)**
Health & Safety	**Y**	**JUNE 21**
Extended Schools Activities	**Y**	**JUL 22**
Work Placements (DfE post 16 work experience guidance 2015)	**N/A**	
Use of Photography	**N – Permissions forms**	
School Site Security	**N**	
School Lockdown	**Y**	**JUNE 23**
Complaints	**Y**	**JUNE 22**
Curriculum –PSHE education and ~~Citizenship education, Relationships~~ and Sex Education From 2020 RSHE / WSX Education for Safeguarding	**Y**	
School Lettings Policy	**Y**	**SEPT 22**

Use of Visitors	**N**	
Other Policies as appropriate – specific Covid-19 policies etc.		

31 ANNEX 4 – WSCC CHILDREN MISSING EDUCATION POLICY

Children Missing Education

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

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

1. Statutory Guidance
Several significant updates were made in 2016 – please click here for Children Missing Education **latest statutory guidance.**

2. The Nominated Person for WSCC
The nominated officer for Children Missing Education in West Sussex is Ellie Evans, Assistant Director for Compliance and Pupil Entitlement. 03302 223582 / ellie.evans@westsussex.gov.uk

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

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

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

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

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

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

3.7 Poor attendance or Children Missing Education: Children Missing Education specifically relates to children who are not on a school roll or receiving suitable education elsewhere. Schools and colleges must be very clear not to confuse this with children who may be missing out on education through either poor attendance or truanting. For poor attendance and truanting issues, contact should be made in the first instance with Pupil Entitlement Investigations: 0330 228200 / educationwelfare.duty@west sussex.gov.uk; or if the school and college consider the child with poor attendance or who is truanting to be at risk then contact should be made with IFD or for urgent cases, the police.

4. Safeguarding

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

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

5.1 All schools (including academies, free schools and independent schools) must notify their Local Authority when they are about to remove a pupil's name from the school admission register under any of the fifteen grounds listed in the table below[32].

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

1	8(1) (a) - where the pupil is registered at the school in accordance with the requirements of a school attendance order, that another school is substituted by the local authority for that named in the order or the order is revoked by the local authority on the ground that arrangements have been made for the child to receive efficient full-time education suitable to his/her age, ability and aptitude otherwise than at school.
2	8(1)(b) - except where it has been agreed by the proprietor that the pupil should be registered at more than one school, in a case not falling within sub-paragraph (a) or regulation 9, that s/he has been registered as a pupil at another school.
3	8(1)(c) - where a pupil is registered at more than one school, and in a case not falling within sub-paragraph (j) or (m) or regulation 9, that s/he has ceased to attend the school and the proprietor of any other school at which s/he is registered has given consent to the deletion.
4	8(1)(d) - in a case not falling within sub-paragraph (a) of this paragraph, that s/he has ceased to attend the school and the proprietor has received written notification from the parent that the pupil is receiving education otherwise than at school.
5	8(1)(e) - except in the case of a boarder, that s/he has ceased to attend the school and no longer ordinarily resides at a place which is a reasonable distance from the school at which s/he is registered
6	8(1)(f) - in the case of a pupil granted leave of absence in accordance with regulation 7(1A), that — (i) the pupil has failed to attend the school within the ten school days immediately following the expiry of the period for which such leave was granted; (ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and (iii) ~~The proprie~~tor and the local authority have failed, **after jointly making reasonable enquiries,** to ascertain where the pupil is. **Please note schools cannot unilaterally make the decision at point (iii). This MUST be done in consultation with the Local Authority Children Missing Education Team.**

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

7	8(1)(g) - that s/he is certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither s/he nor her/his parent has indicated to the school the intention to continue to attend the school after ceasing to be of compulsory school age.
8	8(1)(h) - that s/he has been continuously absent from the school for a period of not less than twenty school days and — (i) at no time was her/his absence during that period authorised by the proprietor in accordance with regulation 6(2); (ii) the proprietor does not have reasonable grounds to believe that the pupil is unable to attend the school by reason of sickness or any unavoidable cause; and (iii) The proprietor of the school and the local authority have failed, after **jointly making reasonable enquiries, to ascertain where the pupil is.** **Please note schools cannot unilaterally make the decision at point (iii). This MUST be done in consultation with the Local Authority Children Missing Education Team.**
9	8(1)(i) - that s/he is detained in pursuance of a final order made by a court or of an order of recall made by a court or the Secretary of State, that order being for a period of not less than four months, and the proprietor does not have reasonable grounds to believe that the pupil will return to the school at the end of that period
10	8(1) (j) - that the pupil has died.
11	8(1)(k) - that the pupil will cease to be of compulsory school age before the school next meets and— (i) the relevant person has indicated that the pupil will cease to attend the school; or (ii) The pupil does not meet the academic entry requirements for admission to the school's sixth form.
12	(1)(l) - in the case of a pupil at a school other than a maintained school, an Academy, a city technology college or a city college for the technology of the arts, that s/he has ceased to be a pupil of the school.
13	8(1)(m) - that s/he has been permanently excluded from the school.
14	8(1)(n) - where the pupil has been admitted to the school to receive nursery education, that s/he has not on completing such education transferred to a reception, or higher, class at the school.
15	8(1)(o) where— (iii) the pupil is a boarder at a maintained school or an Academy; (iv) charges for board and lodging are payable by the parent of the pupil; and (v) Those charges remain unpaid by the pupil's parent at the end of the school term to which they relate.

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

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

When **schools or colleges** are removing a child from the school or college roll in the above circumstances, the Local Authority **MUST** be informed using the following on line form https://westsussex-self.achieveservice.com/en/AchieveForms/?mode=fill&consentMessage=yes&form_uri=sandbox-publish://AF-Process-fc8af06f-b6fe-47a7-bcb7-5541770fef3b/AF-Stage-c58d3dd3-f57f-4c38-8ee3-8115bf971d3a/definition.json&process=1&process_uri=sandbox-processes://AF-Process-fc8af06f-b6fe-47a7-bcb7-5541770fef3b&process_id=AF-Process-fc8af06f-b6fe-47a7-bcb7-5541770fef3b&noLoginPrompt=1

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

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

All schools must notify the Local Authority **within five days** of adding a pupil's name to the admission register at a non-standard transition point. The notification must include all the details contained in the admission register for the new pupil. In such circumstances the Local Authority should be notified by completing the following https://www-admin.westsussex.gov.uk/education-children-and-families/schools-and-colleges/school-places/notification-of-adding-to-the-school-register/?formcheck=checked

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

32 ANNEX 5 – ATTENDANCE GUIDANCE AUGUST 2020

Revised School Attendance Guidance August 2020

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

The revised guidance in full can be found Here

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

Key points:

Attendance expectations

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

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

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

These are:

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

Remote education

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

Attendance codes

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

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

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

Transition and Expected Attendance

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

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

Email - PEI@westsussex.gov.uk

Tel - 0330 222 8200

33 ANNEX 6 – RECORDING FORM

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

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

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

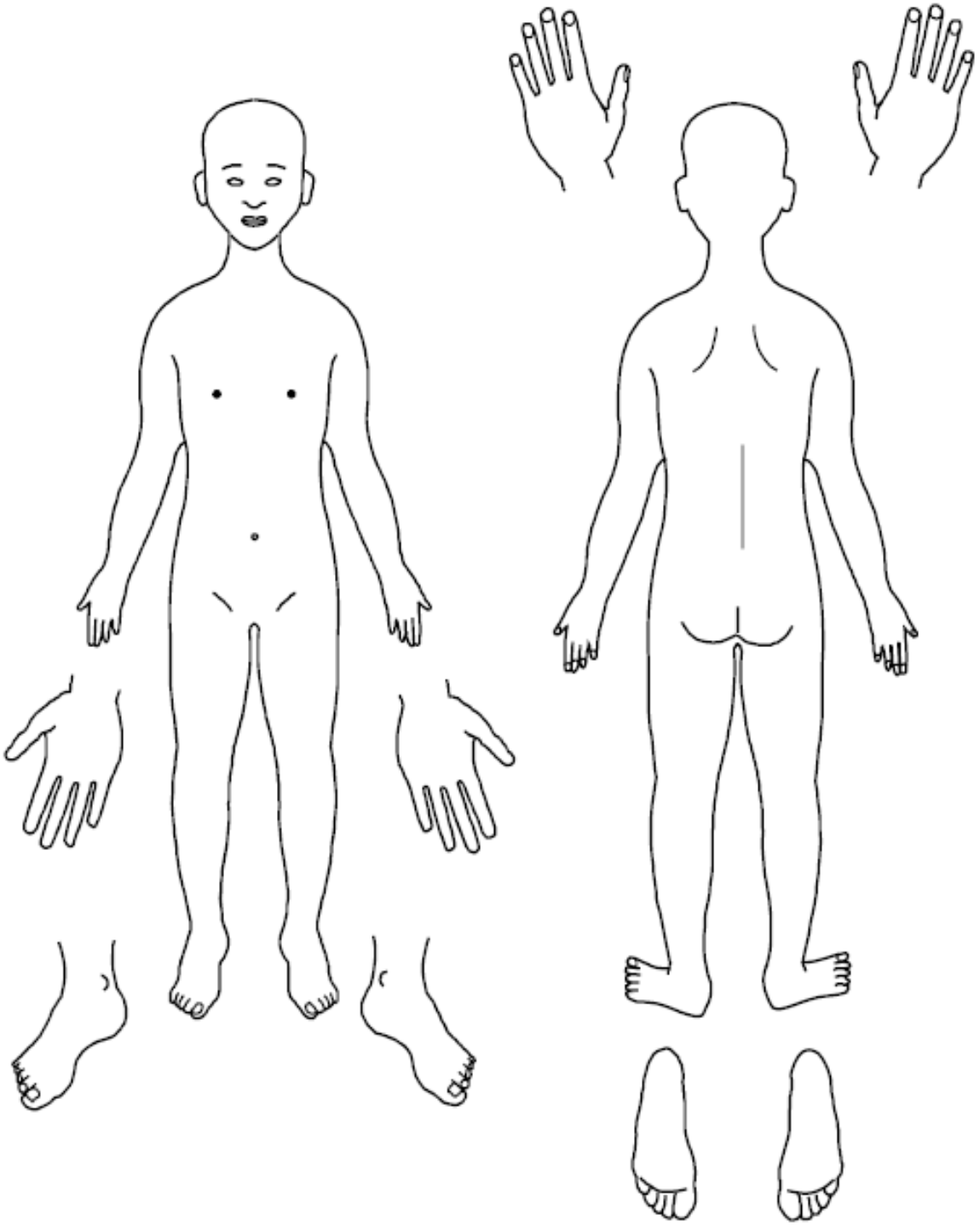
Name: **Designation:** **Copied to:**

34 ANNEX 7 SPECIMEN CHRONOLOGY

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

35 ANNEX 8 SKIN / BODY MAP

Skin / body map



Name of Child: _____

Date of birth: _____ Date of recording: _____

Name of completer: _____









_____

36 ANNEX 9 – KCSIE PART FIVE: SEXUAL VIOLENCE & SEXUAL HARASSMENT

Keeping Children Safe in Education 2021, Part five, Child on child sexual violence and sexual harassment

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1014057/KCSIE_2021_September.pdf

37 ANNEX 10 WSCC BRIEFING NOTE – SEXUAL VIOLENCE AND SEXUAL HARASSMENT BETWEEN CHILDREN IN SCHOOLS AND COLLEGES

Safeguarding in Education

Briefing Note: Sexual violence & harassment between children in schools & colleges.

Dear colleagues,

Keeping Children Safe in Education 2021[33]*, Sexual violence and sexual harassment between children in schools and colleges (Guidance Sept 2021)*[34] *and Working Together to Safeguard Children 2018*[35] *provide statutory safeguarding guidance for schools and colleges in how to recognise and respond to safeguarding concerns. Pan Sussex Child Protection & Safeguarding Procedures*[36] *are for the use of all professionals to recognise and respond effectively to safeguarding concerns.*

If, within your setting, you receive a disclosure of sexual assault you must, as soon as possible, contact the police on 101 and West Sussex Children Services via the Integrated Front Door (IFD) on 01403 229900.

Where any person is in immediate danger, or you believe a serious sexual assault has just occurred, you must contact the police on 999.

Where there is a safeguarding concern about a person working or volunteering with children and young people you must contact the WSCC Local Authority Designated Officer (LADO) also via the IFD.

This briefing, produced by the West Sussex County Council's Safeguarding in Education team, is generated in support of the statutory guidance outlined above and Pan Sussex Procedures, it is not a substitute or replacement.

This briefing considers some of the wider issues and is intended to enable school leaders and governors in West Sussex schools to review current practice and consider where there are development opportunities, including the recommendations from the Ofsted review at part 1 below.

33 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1007260/Keeping_children_safe_in_education_2021.pdf

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

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

36 https://sussexchildprotection.procedures.org.uk/

The content of the briefing can be used within your child protection policy to outline your settings response to sexual violence and harassment between children in your setting.

If you have any questions regarding the content of this briefing please contact the Safeguarding in Education Team on 0330 222 4030 or safeguarding.education@westsussex.gov.uk who will be happy to assist.

Ofsted review of sexual abuse in schools and colleges

On the 10th June 2021 Ofsted published a review of sexual abuse in schools and colleges.[37]

In conducting the review Ofsted spoke to approximately 900 children who reported significant levels of both contact and on-line abuse and harassment.

The review also highlights a difference in perception between staff and young people regarding the prevalence, with the review reporting: [In the focus groups,] many children and young people talked about teachers not 'knowing the reality' of their lives or being 'out of date'. In general, they reported much higher incidences of sexual harassment, online sexual abuse and bullying behaviours than teachers and leaders tended to be aware of.

The review also highlighted good practice where staff and leaders' perceptions aligned more closely with that of the pupils and appeared to be the case in schools where the topic has been – and continues to be – openly discussed and challenged, and where records of incidents are kept and analysed.

1.1 Recommendations from the Ofsted review for school and college leaders

School and college leaders should create a culture where sexual harassment and online sexual abuse are not tolerated, and where they identify issues and intervene early to better protect children and young people.

In order to do this, they should assume that sexual harassment and online sexual abuse are happening in their setting, even when there are no specific reports, and put in place a whole-school approach to address them.

This should include:

- *a carefully sequenced RSHE curriculum, based on the Department for Education's (DfE's) statutory guidance, that specifically includes sexual harassment and sexual violence, including online. This should include time for open discussion of topics that children and young people tell us they find particularly difficult, such as consent and the sending of 'nudes'*[38]
- *high-quality training for teachers delivering RSHE*
- *routine record-keeping and analysis of sexual harassment and sexual violence, including online, to identify patterns and intervene early to prevent abuse*
- *a behavioural approach, including sanctions when appropriate, to reinforce a culture where sexual harassment and online sexual abuse are not tolerated*
- *working closely with LSPs in the area where the school or college is located so they are aware of the range of support available to children and young people who are victims or who perpetrate harmful sexual behaviour*

[37] https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges/review-of-sexual-abuse-in-schools-and-colleges

[38] Further guidance for RSHE curriculum please see section 5 below

- *support for designated safeguarding leads (DSLs), such as protected time in timetables to engage with LSPs and*
- *training to ensure that all staff (and governors, where relevant) are able to:*

    i. *better understand the definitions of sexual harassment and sexual violence, including online sexual abuse*
    ii. *identify early signs of peer-on-peer sexual abuse*
    iii. *consistently uphold standards in their responses to sexual harassment and online sexual abuse*

1.2 Ongoing support

You may be experienced in managing sexual abuse in your setting and have a clear view of where your setting is currently when considered against the recommendations above.

The Safeguarding in Education Team are available on 0330 222 4030 or email safeguarding.education@westsussex.gov.uk.

1.3 Training

The latest DSL network considered this subject, and a recording of that session is available on the safeguarding in education pages on West Sussex Service for Schools site. The safeguarding in education resources pages on West Sussex Service for Schools holds further training material. In addition, the model safeguarding training generated for all schools, annually in September, will include reference to this briefing document.

Managing newly reported sexual assault and harassment disclosures, including sharing of images.

2.1 New Disclosures

All complaints / disclosures of sexual harm will be discussed with the young person and parents before referrals are made to the police / Integrated Front Door unless by doing so generates an immediate safeguarding risk or could hamper a police investigation.

Please take advice from the police or Integrated Front Door before speaking to any other young people who may be involved, especially any alleged perpetrator, or their parents / carers.

Where your setting receives a complaint from a young person regarding a rape or sexual assault, including assault by penetration, or 'upskirting', local guidance is that your setting must contact Sussex Police on 101 as soon as possible. Where there is information to suggest any person is in immediate danger or that there is a possibility that forensic evidence will be lost, then the local guidelines are to call Sussex Police immediately via 999.

2.2 Referral to the Integrated Front Door following a referral to police

Once the matter has been referred to the police, local guidance is that your setting must also refer
the matter into the Integrated Front Door: Tel 01403 229900 | email: WSChildrenservices@westsussex.gov.uk

2.3 Third party reports

An example of this might be that your setting is made aware that a possible sexual assault has taken place, but you are unable to speak to the young people involved, for example, because they have not attended school that day, or they have declined to speak with you.

In such cases school should take advice from the police by contacting 101 or 999 if anyone is believed to be in immediate danger.

2.4 Young people under 16 who are engaging in sexual activity, but neither is making any allegations of sexual assault

The criminal justice system does not seek to criminalise young people who, although under 16, but older than 12, are willingly engaging in sexual activity. In such cases it is important to establish from the young people involved if any coercion or manipulation is occurring or whether there is a significant gap in age, maturity or learning ability. Where there is clear coercion or manipulation, clear disparity in age or learning ability, then the school should contact the police on 101, or 999 if an emergency or where forensic evidence may be lost.

After obtaining information from the young people involved, if it is unclear if there is any coercion / manipulation or significant gap in age, maturity or learning ability, then the school should take advice from their local police neighbourhood youth officer as to how to proceed.

Irrespective of whether there is any coercion or manipulation, a referral should be made to the Integrated Front Door (IFD).

2.5 Children under 13

Any information regarding children under 13 engaging in sexual activity must be referred to the police and IFD as soon as possible.

2.6 Children under 10

Children under 10 cannot be charged with any crimes as they are regarded in law as being too young to understand the implications of their actions however in such circumstances a referral must be made to the Integrated Front Door.

2.7 Harmful Sexual Behaviour

Where children engage in sexual behaviours which may be harmful, schools and colleges should take guidance from the pan-Sussex Child Protection Procedures, part 8.13,

Schools and colleges must consider referring the matter for advice from the Integrated Front Door when they have a potential case of harmful sexual behavior.

2.8 Sharing nude and semi-nude images: advice for education settings

In December 2020 the Dept for Digital, Culture, Media and Sport and the UK Council for Internet Safety published guidance Sharing nudes and semi nudes: advice for education settings working with children and young people[39].

[39] https://www.gov.uk/government/publications/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people/sharing-nudes-and-semi-nudes-advice-for-education-settings-working-with-children-and-young-people

This guidance separates incidents of those under 18 sharing nude or semi-nude images into two broad areas: 1 - aggravated and 2 - experimental.

Aggravated can be sub-categorised into the following areas:

- An adult is involved,
- Youth only and there is an intent to harm – for example used to threaten or exploitation, Youth only and reckless misuse – for example sharing images widely without consent but no intent to harm.

Experimental can be sub-categorised into

- Where images have been shared within a romantic context
- Where young people share images of themselves with others for sexual attention[40]
- Another reason

Response

Education settings should have a thorough understanding of the guidance and assess each case on its own merits. Where aggravating factors may be present, the matter should be referred to police on 101 and IFD.

Where there are no clear aggravating factors settings should consider whether a safeguarding referral to IFD should still be made, taking advice from IFD where appropriate.

2.9 Consultation, Assessment and Treatment Service

The Consultation, Assessment and Treatment Service (CATS) is a multidisciplinary psychological service working with children and young people up to 18 years of age who have engaged in, or are alleged to have engaged in, harmful sexual behaviour (HSB). CATS is a Sussex Partnership NHS Trust service, commissioned by West Sussex Children's Social Care to undertake specialist assessments and therapeutic interventions with children and their families. CATS also work closely with, and provide consultation to, the professional network around the child and family, to ensure a robust multi-agency response to safeguarding, to facilitate an understanding of the child's HSB and to support the child to move forward safely.

When Harmful Sexual Behaviour has been identified a referral to CATS should be made by the allocated social worker following a discussion with the parents / carers. Whilst CATS are only able to accept referrals from social services telephone advice can be sought from the service by any professional by contacting the CATS' office on 01403 223268.

It is important to note that any safeguarding concern should be first reported to the police and the Integrated Front Door, as outlined above, before contacting CATs for advice.

Schools should not wait for the outcome (or even the start of) a police or social services investigation and should seek to implement immediate safeguarding measures to safeguard others, and prevent further allegations of HSB, please see the CATS school safety plan, at Appendix A, to support with this.

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

2.10 School Safety Plans for any harmful sexual behaviour, sexual violence or sexual harassment

CATS have generated a school safety plan, (Appendix A) which should be used as soon as possible to implement safeguarding measures to support all young people involved.

The safety plan should not wait until the outcome of any police or children services investigation, however there are specific considerations about what can and cannot be shared with the young person when there is a police investigation school. Please see the safety plan for more information.

National advice & guidance - including NSPCC helpline for those affected

To support your setting in responding to peer-on-peer sexual violence and harassment, you should be aware of the following guidance and resources:

- *Keeping Children Safe in Education 2021, especially part 5, child on child sexual assault and harassment*
- *Working Together to Safeguard Children, 2018*[41]
- *Sexual violence and sexual harassment between children in schools and colleges (sept 2021)*
- ***New guidance regarding sexting** has been issued by the Dept for Digital, Media, Culture and Sport, in December 2020. This guidance is titled Sharing nudes and semi-nudes: advice for education settings working with children and young people and identifies aggravated and experimental situations and provides guidance on how each should be dealt with. (See Sec 2.8 above.)*
- *Relationships Education, Relationships and Sex Education (RSE) and Health Education, Statutory Guidance*[42]
- *Pan Sussex Child Protection & Safeguarding Procedures, specifically part 8.10, Children who Harm Other Children*[43] *and 8.40 Sexually Active Children*
- *NSPCC – Protecting children from peer-on-peer sexual abuse*[44] *which shares information of recognizing, responding and prevention amongst other areas.*
- *NSPCC helpline for people who have experienced sexual abuse in an education setting which is available for young people and adults, and for anyone who works or volunteers in a school setting and needs support and guidance*[45] *The Report Abuse in Education helpline can be reached on 0800 136 663, on Monday to Friday 8am - 10pm, or 9am - 6pm at weekends. It can also be contacted by email at help@nspcc.org.uk*

Child Protection & Safeguarding Policy / Training of staff

Policy
This briefing is for guidance for schools in West Sussex. Further statutory guidance within Keeping Children Safe in Education 2021 has been issued by the DfE. This statutory guidance should be incorporated into your child protection and safeguarding policy.

Policy on school website

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42 https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education__Relationships_and_Sex_Education__RSE__and_Health_Education.pdf

43 https://sussexchildprotection.procedures.org.uk/tkyplx/children-in-specific-circumstances/children-who-harm-other-children

44 https://learning.nspcc.org.uk/child-abuse-and-neglect/peer-on-peer-sexual-abuse#heading-top

45 https://learning.nspcc.org.uk/news/2021/april/sexual-abuse-in-education-helpline-launched

It is recommended that any updated policy is made accessible to the public on yBury CE Primary's external webpages as soon as possible

Staff training
It is recommended that all your staff, including volunteers, receive regular safeguarding training throughout the year, which could include updates on this area. It is recommended that you can evidence the impact of any training for any subsequent Ofsted inspections.

West Sussex Service for Schools hosts a DSL Digital Library and hosts short presentations on specific issues, for example, Online Sexual Harm Reduction Guides, Sexual Health Services in West Sussex amongst many others.

Review of previous incidents in yBury CE Primary / setting

1. Review previous allegations

It is recommended that you review any previous peer on peer sexual assault / harassment / bullying allegations involving children and young people still attending your setting. This is to ensure support has been, and where relevant, continues to be provided to all young people involved and that all safeguarding concerns have been considered and referrals made to the police and Children's Social Care where relevant.

It is also recommended that your review of previous matters considers incidents that may not be exclusively related to sexual assault / harassment / bullying but has potential elements of such behaviour. For example, criminal exploitation can frequently have significant elements of sexual assault and coercion to engage in sexual activity, often as part of initiation or hazing activities.

2. Those under investigation by the police

It is recommended for those matters which are still under investigation by the police, that you ensure there are regular updates recorded within the relevant children and young person's child protection files, especially where there is any change in risk and up to date risk assessments.

3. Safety plans

It is recommended that you use a safety plan to identify how your setting is supporting the young people involved and managing any on-going risk. An example safety plan is attached below at Appendix A and also located within the Safeguarding in Education, Specific Areas of Safeguarding section on West Sussex Service for Schools[46]. It is recommended that any safety plan is regularly reviewed with the child, parents, and where appropriate, other relevant agencies.

4. File sharing

It is recommended that where a young person, who may pose a safeguarding risk to another person, has moved to another educational setting[47] you review whether sufficient information has been shared with that new setting to enable them to manage any potential risk.

Maximising the opportunities to teach safeguarding to your children and young people

Statutory Status

[46] https://schools.westsussex.gov.uk/
[47] Up to and including to year 13.

The RSE & Health Education became statutory from September 2020, with schools starting to teach from it by at least the start of the summer term 2021, if not before. The DFE are clear that the development of the new curriculum should be an 'iterative process' where pupil need is at its heart during the academic years 20-21 and 21- 22.

A fully considered and embedded RSHE curriculum tailored to the specific needs of your pupils is fundamental to children developing healthy relationships with their peers.

There is a lot of guidance available to schools, both from the DfE and other providers[48].

WSCC Education for Safeguarding – E4S
Over the last two years, WSCC has developed Education for Safeguarding or E4S. E4S is a whole school approach to developing a needs based RSHE curriculum via an interactive platform. The approach is based on four cornerstones – Relationship / Sex Education, Digital & Media Literacy, Personal Health & Wellbeing and Emotional Health & Wellbeing. Using E4S will enable you to generate a bespoke curriculum for your specific setting and maximise the opportunities for you to teach your pupils about relationships and other aspects of the RSHE curriculum. E4S meets all of the statutory elements of RSHE and ensures that all areas of the DfE guidance are fully met within your setting.
For further information about E4S please visit *https://www.e4swsccalpha.co.uk/learning*

Communications

With parents / carers and staff
The general issue of safeguarding is no doubt one that you will want to talk about regularly with your staff, pupils and parents/carers and engage them in the conversation about how to stay safe.

While yBury CE Primary retains responsibility for your communications, the WSCC Communications and Engagement Team is happy to offer advice on this and is available to review a letter on this topic, if that is helpful, using the below contact details.

It is important to stress that no child or young person should be identifiable in any communications, including where there is a risk they could be identified even without naming them. Depending on the circumstances, certain legal protections may also be in place to prevent identification in the media, but these do not always prevent information circulating on social media. If you are unsure, or would like further guidance, the WSCC Communications & Engagement Team is happy to offer advice. Please note that media representatives do not have the right to enter school grounds without permission.

Media Enquiries
While schools retain the responsibility for managing enquiries from the media, should you be contacted by a journalist, or if your setting is identified in any social media platform connected with or similar to Everyone's Invited, it is recommended that you make contact with WSCC's Communications & Engagement Team by emailing pressoffice@westsussex.gov.uk or calling 033 022 28090. Press officer staff are available to support you with how to respond appropriately.

If the enquiry relates to an active police investigation, then the police will take the lead in any press statements / content of any messages to parents. Once again, it is recommended that you contact WSCC Communications & Engagement Team who will liaise with their police counterpart before any press statements are given.

[48] https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

38 ANNEX 10A – SCHOOL SAFETY PLAN

Sussex Partnership NHS
NHS Foundation Trust

Assessment and Treatment Service
1st Floor, New Park House
North Street, Horsham,
West Sussex, RH12 1RJ

School Safety Plan:
Assessment and Treatment Service (ATS)[49]

The ATS is a specialist team in West Sussex working with young people who present with Harmful Sexual Behaviours (HSB). Hackett (2014) defines HSB as *"sexual behaviours expressed by children and young people under the age of 18 years old that are developmentally inappropriate, may be harmful towards others, or be abusive towards another child, young person or adult."*

Any incident of HSB toward another child should be considered within a broader child protection context and schools should refer to the Keeping Safe in Education (DfE, 2018) guidance and follow local safeguarding policies, which will include a referral to IFD (Multi Agency Safeguarding Hub). However, schools should not wait for the outcome (or even the start of) a police or social services investigation and should seek to implement immediate safeguarding measures to safeguard others and prevent further allegations of HSB.

The ATS School Safety Plan is intended to support this initial safeguarding process and facilitate discussions around potential risk within the school setting, regardless of whether the HSB occurred within the home, school or community context. These initial safeguarding measures should be considered to be in the best interests of those involved and should not be perceived to be a judgement of guilt of the alleged but should be implemented regardless of whether the young person admits or denies.

Ideally, the young person should be provided with the opportunity to contribute to their own safety plan, and the steps that they can take to avoid any further allegations of HSB. If the **child is aged under 10** they are below the age of criminal responsibility and therefore the plan can be completed fully prior to the strategy meeting and should be shared with the child as soon as possible.

When the allegation of HSB is against **a young person 10 years and over** the Designated Safeguarding Lead (DSL) should complete and implement as much of the plan as possible without sharing it with the young person. The DSL will need to liaise with the police at the strategy meeting regarding any ongoing police investigations and what information can and cannot be shared with the young person and at what stage. Although a police investigation may prevent school staff in the short term from discussing the HSB directly with the young person, a School Safety Plan will still need to be put in place to ensure robust safeguarding of others which is of paramount importance.

The DSL may need to consider how to implement an interim plan that ensures the safety of others and the young person without the need to communicate the plan to the young person.

[49] © DR J WILLIS, DR J HOLDER, DR D PEARSE, MS J BULL (ASSESSMENT AND TREATMENT SERVICE)

Careful consideration should be given to how to communicate the safety plan with the young people involved including the victim(s) and their parents. To facilitate this, please find a *Summary of the School Safety Plan* provided at the end. It will be important that the Safety Plan is reviewed regularly to ensure that it is effective and remains appropriate.

The ATS Safety Plan should also consider strengths alongside risk and building the young person's strengths and protective factors as they mitigate the level of risk. This will also be an important aspect of the plan moving forward.

School Safety Plan:
Assessment and Treatment Service (ATS)

Name of young person:

Date of Birth:

School:

Designated Safeguarding Lead:

Date safety plan agreed:

Date of review:

School Safety Plan:
Assessment and Treatment Service (ATS)

The following questions are not intended to be an exhaustive or definitive list. The level of supervision required is likely to vary and should be assessed on a case-by-case basis taking into account the context of the HSB and the educational setting.

Harmful Sexual Behaviour	
• **What was the context of the HSB?** Was it spontaneous or planned? Frequency, duration, severity? One or multiple victims? Where did the behaviour take place? Was there any force, threat,	

coercion? ○ Where ○ When ○ What ○ To whom • **Has the young person been spoken to about their behaviour?** What was their response? Are they able to think about ways in which they could keep themselves safe? What are their ideas? • **Are staff aware of what to do in the event of further incidents of problematic or harmful sexual behaviour**, how to record these incidents or concerns and who to seek support from?	
Adult support	
• **Have key staff members been made aware of the HSB allegation and of the supervision plan?** Does the young person know who is aware and who they can access support from? • **How will you support the young person's emotional well-being?** Is there a key adult in school who has built a relationship with the young person and could be an emotional confidant? • **Are there any times or circumstances when the young person seems more unhappy/distracted/upset/distressed?** Can extra support be put in place around these times? •	
The classroom environment	
• **Does a higher level of supervision need to be considered in the classroom?** If so, who will take responsibility for this additional supervision, and what will it look like? • **Are there any spaces within the classroom that are more difficult to supervise?** Do any changes need to be made to the classroom layout, seating plans and/or daily routines to increase safety and ease of supervision? Hold in mind any other vulnerable young people, and how this dynamic might be managed. • **Are there any times or circumstances when the young person leaves the classroom?** Does additional supervision need to be put in place? • **If the alleged victim also attends the school;** does there need to be any changes to the classes that the young person attends, changes to the timetable and/or consideration to any other activities?	
Outside the classroom/ unstructured times	

• **Are there any spaces within the school that are more difficult to supervise?** Consideration should be given as to whether additional planning is needed around this. Again, hold in mind any other vulnerable young people, and how this dynamic might be managed. o Use of toilets o Break time o Lunch time o PE / changing o Transitions between classes o Travel between home and school o After school / breakfast clubs o Are there any other spaces within the school which are more difficult to supervise? • **Is there a protocol in place if the young person does not arrive on time or cannot be found?**	
Technology	
• **If the HSB includes use of technology, consideration may be given to the following:** o Mobile phones o Computers o Handheld devices • For further advice on how to manage illegal images, see UKCCIS and West Sussex guidelines	
Building Protective Factors	
• **What are the young person's strengths?** Are they continuing to access things that they previously enjoyed? Do they have interests outside of school, prosocial activities, after-school clubs? Opportunities to feel successful? How are they relating to their peers? • **Can more be done to support and develop their strengths?**	
Whole School Approach	
• **Does the ethos and culture of the school promote healthy relationships?** Is there opportunity to explore concepts such as respect, consent and healthy relationships as a whole class/year group? Are protective factors promoted, do the young	

people know how to keep themselves safe? • **Are school staff aware of / accessed training around HSB and/or supporting children's healthy sexual development?** Do staff feel confident in identifying and addressing inappropriate sexual behaviour?	
Review	
• **Is the current safety plan working?** Is the network satisfied that the plan is sufficient and appropriate? Have there been any further incidents or concerns? • **Is the young person aware of the safety plan?** How does the young person feel about the safety plan? Is the young person adhering to the safety plan? • **Have any additional factors come to light which require adaption to ensure safe practice?** What will these changes involve and who will be responsible for implementing these changes? • **Are there any changes coming up e.g., a school trip that need to be discussed and planned for?** What will these changes involve and who will be responsible for implementing these changes? • **Is there a balance between risk management and building strength?** What more could be done or need to be done?	

Summary of School Safety Plan
Assessment and Treatment Service (ATS)

Key changes made to the young person's school day, including any adaptations, timetable changes and areas for supervision:

-
-
-
-
-

-
-
-
- **Please record who this Summary of School Safety needs to be shared with:**

Name: Signed:

39 ANNEX 11 TRANSFER OF RECORDS FORMS

PART 1 Transfer Record

To be completed by the establishment sending the files

Name of child:	
DOB:	

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

Transferring establishment:

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

PART 2: Receipt of CP file proforma
To be completed by receiving school or college

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

Receiving Establishment:

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