

# Safeguarding and Child Protection Policy

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Reviewed by:

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## 1. Contents

1.	Contents .....	1
1	INTRODUCTION .....	1
2.	OUR ETHOS.....	1
3.	SCOPE .....	1
4.	THE LEGAL FRAMEWORK .....	2
5	ROLES AND RESPONSIBILITIES.....	3
6	SUPPORTING CHILDREN .....	4
7	CHILD PROTECTION AND SAFEGUARDING PROCEDURES .....	6
8	ONLINE SAFETY.....	6
9	FILTERING AND MONITORING .....	7
10	USE OF CAMERAS AND THE MANIPULATION AND STORAGE OF IMAGES .....	8
11	STAFF CONSULTATION AND TRAINING .....	13
12	RECORD KEEPING.....	13
13	SAFER WORKFORCE AND MANAGING ALLEGATIONS AGAINST STAFF AND VOLUNTEERS.....	14
14	STAFF INDUCTION, TRAINING AND DEVELOPMENT.....	15
15	CONFIDENTIALITY, CONSENT AND INFORMATION SHARING.....	16
16	INTER-AGENCY WORKING .....	17
17	CONTRACTORS, SERVICE AND ACTIVITY PROVIDERS AND WORK PLACEMENT PROVIDERS .....	17
18	WHISTLE-BLOWING AND COMPLAINTS.....	17
19	SITE SECURITY .....	19
20	QUALITY ASSURANCE .....	19
21	POLICY REVIEW .....	19
22	The Role of the Designated Safeguarding Lead.....	20
23	MANAGING REFERRALS .....	20
24	RECORD KEEPING.....	21
25	WORKING WITH OTHERS AND INFORMATION SHARING.....	22
26	TRAINING, KNOWLEDGE AND SKILLS .....	22
27	AWARENESS RAISING .....	24
28	QUALITY ASSURANCE .....	24
29	AVAILABILITY .....	24
30	THE ROLE OF THE DESIGNATED SAFEGUARDING GOVERNOR/S.....	25
31	DEFINITIONS .....	26

32	ABUSE AND NEGLECT .....	27
33	SPECIFIC SAFEGUARDING ISSUES .....	28
34	DEALING WITH A DISCLOSURE MADE BY A CHILD – ADVICE FOR ALL MEMBERS OF STAFF.....	48
35	DISCUSSING CONCERNS WITH THE FAMILY AND THE CHILD – ADVICE FOR THE DESIGNATED SAFEGUARDING LEAD.....	48
36	EARLY HELP FOR CHILDREN AND FAMILIES .....	49
37	FDFF RESPONSES TO CONCERNS ABOUT A CHILD.....	49
38	INFORMATION SHARING AND CONSENT .....	50
39	RECORD KEEPING.....	51
40	PROFESSIONAL CHALLENGE AND DISAGREEMENTS .....	52
41	SAFER RECRUITMENT .....	52
42	Allegations of Abuse made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors. ....	55
	Appendix 1.....	58
	Appendix 2.....	59
	Skin Map .....	59
	Appendix 3.....	61
	Appendix 4.....	62
	Appendix 5.....	63
	Appendix 6.....	66
	Appendix 7.....	67
	References and Links to other Key School Policies .....	55

## 1 INTRODUCTION

- 1.1.1 Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play. In order to fulfil this responsibility effectively, all professionals should make sure their approach is child-centred. This means that they should consider, at all times, what is in the best interests of the child.
- 1.2 Safeguarding and promoting the welfare of children is defined for the purposes of this guidance as:
- protecting children from maltreatment
  - preventing impairment of children's health or development
  - ensuring that children grow up in circumstances consistent with the provision of safe and effective care
  - taking action to enable all children to have the best outcomes.
- 1.3 Our pupils' welfare is our paramount concern. The governing body will ensure that our school will safeguard and promote the welfare of pupils and work together with other agencies to ensure that our school has adequate arrangements to identify, assess and support those children who are suffering or likely to suffer harm.
- 1.4 Our school is a community and all those directly connected, staff members, governors, parents, families and pupils, have an essential role to play in making it safe and secure.

## 2. OUR ETHOS

1. We believe that our school should provide a caring, positive, safe and stimulating environment that promotes our school values and the social, moral, spiritual and cultural development of the individual child.
2. We recognise the importance of providing an environment within our school that will help children feel safe and respected. We recognise the importance of enabling children to talk openly and to feel confident that they will be listened to. We recognise the need to teach children the skills they need to stay safe and to ask for help if they need it.
3. We recognise that all adults within the school, including permanent and temporary staff, volunteers and governors, have a full and active part to play in protecting our pupils from harm. We recognise the importance of enabling all adults to share the full range of possible concerns about pupils and about adults promptly
4. We will work with parents/carers to build an understanding of the school's responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

## 3. SCOPE

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

## 4. THE LEGAL FRAMEWORK

- 4.1 Section 175 of the Education Act 2002 places a duty on governing bodies of maintained schools and further education institutions (including sixth-form colleges) to make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are pupils at the school. Section 157 of the same Act places a similar duty on non-maintained and independent schools, including free schools and academies.
- 4.2 Governing bodies have a strategic leadership responsibility for their school's or college's safeguarding arrangements and must ensure that they comply with their duties under legislation. They must have regard to this guidance, ensuring policies, procedures and training in their schools or colleges are effective and comply with the law at all times.
- 4.3 Where a school or college has charitable status, Charity Commission guidance on charity and trustee duties to safeguard children is available at [GOV.UK](https://www.gov.uk).
- 4.3 Under section 10 of the Children Act 2004, all maintained schools, further education colleges and independent schools, including free schools and academies, are required to cooperate with the local authority to improve the well-being of children in the local authority area.
- 4.3 Under section 26 of the Counter-Terrorism and Security Act 2015, all schools are required to have "due regard to the need to prevent people from being drawn into terrorism".
- 4.4 Under section 14B of the Children Act 2004, the Local Safeguarding Children Board can require a school or further education institution to supply information in order to perform its functions. This must be complied with.
- 4.5 Under the [Human Rights Act 1988](#), it is unlawful for schools and colleges to act in a way that is incompatible with the Convention.

The specific convention rights applying to schools and colleges are:

- Article 3: the right to freedom from inhuman and degrading treatment (an absolute right)
  - Article 8: the right to respect for private and family life (a qualified right) includes a duty to protect individuals' physical and psychological integrity
  - Article 14: requires that all of the rights and freedoms set out in the Act must be protected and applied without discrimination, 25 and
  - Protocol 1, Article 2: protects the right to education
- 4.6 Schools and colleges have obligations under the Equality Act 2010.
- must not unlawfully discriminate against pupils because of their protected characteristics
  - must consider how they are supporting pupils with protected characteristics
  - must take positive action, where proportionate, to deal with the disadvantages these pupils face. For example, by making reasonable adjustments for disabled children and supporting girls if there is evidence they are being disproportionately subjected to sexual violence or harassment. [Further guidance for schools can about the Equality Act 2010.](#)
- 4.7 This policy and the accompanying procedures have been developed in accordance with the following statutory guidance and local safeguarding procedures:
- [Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children, July 2018](#)

- [\*Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2023\*](#)
- [\*Pan-Sussex Child Protection and Safeguarding Procedures\*](#)
- [\*What to do if you're worried a child is being abused: advice for practitioners. March 2015\*](#)

## 5 ROLES AND RESPONSIBILITIES

- 5.1 The school's lead person with overall responsibility for child protection and safeguarding is the **Designated Safeguarding Lead**. We have 2 Deputy Designated Safeguarding Lead to ensure there is appropriate cover for this role at all times. The Designated Safeguarding Lead's responsibilities are described in Appendix A.

The school has a **Designated Teacher for Children in Care and Previously in Care**, Mrs. Sinead Kiernan (DSL), who has overall responsibility for promoting the educational achievement of looked-after children and previously looked-after children who are no longer looked after in England and Wales because they are the subject of an adoption, special guardianship or child arrangements order, or were adopted from 'state care' outside England and Wales.

The school has a designated Online Safety Governor whose role, combined with the school Online Safety Coordinator (also DSL), is to ensure that the digital and technology standards are met:

The primary responsibilities of the Online Safety Coordinator and governor are:

- procuring filtering and monitoring systems
- documenting decisions on what is blocked or allowed and why
- reviewing the effectiveness of your provision
- overseeing reports

The DSL will take responsibility for acting on

- filtering and monitoring reports
- safeguarding concerns
- checks to filtering and monitoring systems

The School IT Service Provider (JSPC) will take technical responsibility for:

- maintaining filtering and monitoring systems
- providing filtering and monitoring reports
- completing actions following concerns or checks to systems

In addition, as part of their ongoing provision, JSPC will:

- procure systems
- identify risk
- carry out reviews
- carry out checks

- 5.2 The school has a **nominated governor** responsible for safeguarding to champion good practice, to liaise with the head teacher and to provide information and reports to the



governing body. The responsibilities of the governor responsible for safeguarding are described in Appendix A.

- 5.3 The **case manager for dealing with allegations** of abuse made against school staff members is the head teacher. The case manager for dealing with allegations against the head teacher is the chair of governors. The procedure for managing allegations is detailed in Appendix B.
- 5.4 The **head teacher** will ensure that the policies and procedures adopted by the governing body are fully implemented and sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities.
- 5.5 The **governing body** is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the school's ethos and reflected in the school's day-to-day practice. Governing bodies and proprietors are aware of their obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty<sup>23</sup>), and their local multi-agency safeguarding arrangements as set out in KCSIE 2023.
- 5.6 All staff members, governors, volunteers and external providers know how to recognise signs and symptoms of abuse, how to respond to pupils who disclose abuse and what to do if they are concerned about a child. All staff receive annual Safeguarding training to ensure that staff:
- understand their role
  - are appropriately trained
  - follow policies, processes and procedures
  - act on reports and concerns

## 6 SUPPORTING CHILDREN

Where there is a safeguarding concern, school leaders should ensure the child's wishes and feelings are taken into account when determining what action to take and what services to provide. Systems should be in place, and they should be well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

- 6.1 We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helpless, humiliated and some sense of blame. Our school may be the only stable, secure and predictable element in their lives.
- 6.2 We accept that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 6.3 We recognise that children and young people can be at risk in a range of contexts (community, home, school, referred to as contextual safeguarding) and from their peers and not just from adults. We understand that all children and young people involved in child on child abuse need protection and support
- 6.4 We recognise that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have

concerns about a child. We recognise how important it is that staff determine how best to build trusted relationships with children and young people which facilitate communication.

- 6.5.1 We recognise that the fact a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. We therefore ensure that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with trusted members of staff.

LGBT inclusion is part of the statutory Relationships Education, and Health Education curriculum

6.3 Our school will support all pupils by:

- ensuring the content of the curriculum includes social and emotional aspects of learning, drug, alcohol and tobacco education and relationships and sex education
- ensuring a comprehensive curriculum response to e-safety, enabling children and parents to learn about the risks of new technologies and social media and to use these responsibly
- ensuring that child protection is included in the curriculum to help children stay safe, recognise when they do not feel safe and identify who they might or can talk to
- building resilience to radicalisation by promoting fundamental British values and enabling them to challenge extremist views
- providing pupils with a number of appropriate adults to approach if they are in difficulties
- supporting the child's development in ways that will foster security, confidence and independence
- encouraging development of self-esteem and self-assertiveness while not condoning aggression or bullying
- ensuring that all staff understand the additional safeguarding issues of children with special educational needs and disabilities and how to address them
- ensuring that all staff are aware of the early help process, and understand their role in it, including acting as the lead professional where appropriate
- liaising and working together with other support services and those agencies involved in safeguarding children
- monitoring attendance patterns and reviewing and responding to them as part of welfare and protection procedures
- monitoring children who have been identified as having welfare or protection concerns and providing appropriate support.

### **Domestic abuse**

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All

of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

- participating in Operation Encompass, so that we receive notification from police of domestic abuse incidents involving children (incidents in which a child was present, ordinarily resides at the incident location or with an involved party); our participation will be publicised on our website.

## **7 CHILD PROTECTION AND SAFEGUARDING PROCEDURES**

- 7.1 We have developed a structured procedure in line with [\*Pan-Sussex Child Protection and Safeguarding Procedures\*](#) which will be followed by all members of the school community in cases of suspected abuse. This is detailed in Appendix C.
- 7.2 In line with the procedures, the Brighton & Hove Front Door for Families (FDFF) will be notified if they feel a pupil may benefit from early help, or a significant concern about a child's welfare has been identified.  
This notification will normally come from the DSL or Deputies, although it can come from any member of staff.
- 7.3 The name of the Designated Safeguarding Lead will be clearly advertised in the school with guidance on how to make a safeguarding referral.
- 7.4 We will ensure all parents and carers are aware of the responsibilities of staff members to safeguard and promote the welfare of children and act in the best interests of children by publishing the policy and procedures on our website and by referring to them in our introductory school materials.

## **8 ONLINE SAFETY**

It is essential that children are safeguarded from potentially harmful and inappropriate online material. An effective whole school approach to online safety empowers a school or college to protect and educate pupils, students, and staff in their use of technology and establishes mechanisms to identify, intervene in, and escalate any concerns where appropriate. The breadth of issues classified within online safety is considerable, but can be categorised into four areas of risk:

- content: being exposed to illegal, inappropriate or harmful content, for example: pornography, fake news, racism, misogyny, self-harm, suicide, anti-Semitism, radicalisation and extremism.
- contact: being subjected to harmful online interaction with other users; for example: peer to peer pressure, commercial advertising and adults posing as children or young adults with the intention to groom or exploit them for sexual, criminal, financial or other purposes'.
- conduct: personal online behaviour that increases the likelihood of, or causes, harm; for example, making, sending and receiving explicit images (e.g consensual and non-consensual sharing of nudes and semi-nudes and/or pornography, sharing other explicit images and online bullying; and
- commerce - risks such as online gambling, inappropriate advertising, phishing and or financial scams.

## 9 FILTERING AND MONITORING

The school has appropriate filters and monitoring systems in place to safeguard children from potentially harmful and inappropriate material online when using the school's IT system. The school's systems are managed by an outsourced IT support organisation, JSPC. The school along with JSPC monitors the effectiveness of these systems.

Such systems aim to reduce the risk of children being exposed to illegal, inappropriate or harmful materials online (content risk); reduce the risk of children being subjected to harmful online interaction with others including commercial advertising and grooming (contact risk); restrict access to online risks such as online gambling, phishing or financial scams (commerce risk); and help manage online behaviour that can increase a child's likelihood of, or causes, harm for example making, sending and receiving explicit images.

The school recognises however that children have unlimited and unrestricted access to the internet via mobile phone networks (i.e. 3G, 4G and 5G) which means that children may consensually and/or non-consensually share indecent images, sexually harass their peers via mobile and smart technology, and view and share pornography and other harmful content whilst at school undetected.

The school ensures compliance with the DfE's 'filtering and monitoring standards for schools' by;

- Identifying and assigning roles and responsibilities to manage filtering and monitoring systems.
- Reviewing the filtering and monitoring provision at least annually.
- Blocking harmful and inappropriate content without unreasonably impacting teaching and learning.
- Having effective monitoring strategies in place that meet our safeguarding needs.
- In addition to the Online Safety Coordinator, who is a member of the Senior Leadership Team and the DSL, Windlesham School also has a dedicated Safeguarding Governor.

Further detail of the school's policy and procedures in relation to online safety can be found in the school's Online Safety Policy which also includes detail on the use of mobile and smart technology in School, including the school's management of the associated risks, and the school's filtering and monitoring arrangements to ensure that children are safe from harmful and inappropriate content, including terrorist and extremist material when accessing the internet through the School's systems].

The school will liaise with parents to reinforce the importance of children being safe online and make them aware of the systems the school uses to filter and monitor online use. Parents and carers will be made aware of what their children are being asked to do online when undertaking remote learning,

including the sites they will be asked to access and who from the School their child is going to be interacting with online

### **Assessing the risks of Internet Use and Management of filtering**

Governors liaise with the school SLT at regular governance meetings to ensure that all relevant staff have an awareness and understanding of the filtering systems in place and that they are managed effectively. In common with other media such as magazines, books and video, some material available via the Internet is unsuitable for pupils. The school will take all reasonable precautions to ensure that users access only appropriate material. However, due to the international scale and linked nature of Internet content, it is not possible to guarantee that unsuitable material will never appear on a school computer.

Methods to identify, assess and minimise risks will be reviewed regularly.

The head will ensure that the online safety policy is implemented and compliance with the policy monitored.

The school will work in partnership with parents, the DfE (by following updated guidance and recommendations) and our Internet Service Provider to ensure systems to protect pupils are reviewed and improved.

The school will ensure that appropriate IT filters and monitoring procedures are in place to safeguard children from potentially harmful and inappropriate material online without unreasonable 'overblocking'. Governance will ensure that the school has appropriate filtering and monitoring systems in place and regularly review their effectiveness. They should ensure that the leadership team and relevant staff have an awareness and understanding of the provisions in place and manage them effectively and know how to escalate concerns when identified. Governing bodies and proprietors should consider the number of and age range of their children, those who are potentially at greater risk of harm and how often they access the IT system along with the proportionality of costs versus safeguarding risks.

The DSL will review the standards and discuss with IT staff and the service providers what more needs to be done to support the school in meeting this standard outlined in paragraph 142 of KCSIE September 2023.

Filtering and monitoring is carried out by Smoothwall. The filtering allows for devices to be monitored regardless of location (within school). Any breaches result in an automated email that is sent to the DSL and DDSL who then decide what actions need to be taken. The effectiveness of the filter and monitoring software should be tested as part of governance reviews annually.

## **10 USE OF CAMERAS AND THE MANIPULATION AND STORAGE OF IMAGES**

In this policy terms such as 'photography', 'pictures', 'images', 'camera', 'device' and 'digital technology' include both still and video media. The term 'camera' includes mobile phones, ipads and other equipment which has the capacity to take photographs.

At Windlesham School we recognise that the appropriate use of photography enhances many aspects of school life and the pupils' education. Mobile phone technology has become more sophisticated over recent years and will continue to evolve. Wireless connections in particular, extend the capabilities of mobile phones further; which allow access to new content and services, such as the internet, social networking sites and instant messaging. Many mobile phones offer camera, video and audio recording as standard. Mobile phones, alongside other technologies, aim to change the way we communicate. This

speed of communication often provides security and reassurance; however, as with any other form of technology, there are associated risks.

This policy is intended to ensure an environment in which children, parents and staff are safe from images being recorded and inappropriately used by providing a clear framework to ensure that

- the use of cameras and the storage of images reflect good practice
- the safeguarding needs of the pupils are met
- staff are not distracted from their work with children.

The policy also recognises that learning to use digital technology is an important part of the ICT curriculum. Teaching needs to ensure that pupils are able to learn how to use digital cameras and to edit and store photographs with an understanding of safeguarding requirements, for themselves and others, which is appropriate for their age and taking due account of the cyber-bullying aspects of the school's anti-bullying policy. Reference should also be made to the school's online safety policy and planning for the internet safety topic in the ICT/PSHE scheme of work.

Photography is used at the school for a variety of purposes, including:

- Recording pupils' achievements, learning and progress.
- Contributing to each pupil's development file/profile/evidence portfolio.
- Providing evidence to support pupils' application for entrance/scholarship to their future schools.
- Recording school events and providing material for displays.
- Communication with parents, for example to help reassure new parents or carers of young children that they have settled well into school life and provide prompt information on their children's activities on residential trips.
- For publicity purposes (brochures, prospectus, media articles, website etc.) for the school
- To support work undertaken by members of staff or students on placements for training and gaining further qualifications.

On their child's admission to the school, parents are asked to sign a consent form in relation to their child being photographed at school or during school events. The form provides for parents to give permission at different levels (for example to consent to their child being photographed to record achievement and progress, but not for publicity purposes. The form also gives parents the opportunity to state whether a child in a photograph can be named.

Responses to the photography consent form are collated and the summary/analysis can be consulted at the school office/in the staff handbook/on the school's management information system. It is important that staff familiarise themselves with this information. If parents withhold consent for certain aspects of photography in relation to their child, this must be respected. Images should be checked to determine whether photographs have been taken which inadvertently include pupils for whom consent has not been given. If this is the case, images should be destroyed, cropped or otherwise edited to ensure that parental consent is respected. If an image is edited for this reason, the original must be destroyed.

Periodically, professional photographers visit the school by arrangement to take portrait photographs and formal pictures of sports teams etc. Care should be taken that parental consent is respected and also that parents have not unintentionally withheld consent regarding such photographs. Any areas of doubt should be discussed with the head, who will arrange for parents to be contacted as appropriate.

It is not compulsory for pupils to be included in portrait and team photography, nor is there any obligation on parents to purchase the resulting photographs.

From time to time a teacher, student or trainee teacher on placement may undertake a case study of a child, for example, as part of a training course to gain a qualification. In such situations, parental consent with regard to photography must be respected. Case studies will only be undertaken following prior written consent from the parent or carer and, except by prior arrangement between the head and the parent/carer, the child's name will be changed in the case study to protect his or her identity.

Occasionally a photograph may be taken which inadvertently catches a pupil in an unfortunate, embarrassing or compromising position. If this is the case, the image and any copies of it must be destroyed immediately.

### **10.1 Photography by parents**

It is very difficult to police the use of cameras by parents, for example at prize-giving or on the touchline at sports fixtures. However, if members of staff have concerns about the suitability of photography by parents, they should consult DSL and/or the head, who will consider the situation with reference to this policy and the school's safeguarding procedures and take appropriate action. Concerns will be taken seriously, logged and investigated appropriately.

Any parent who works at the school, for example as a volunteer, must abide by this policy. The teacher responsible (for example the Trip Leader for an educational visit which uses parent volunteers) must ensure that the parents involved are aware of the working practices and guidelines set by the school.

If parents wish to make a video recording of a school event (nativity, concert, drama production etc), prior permission must be obtained from the head, who will consider the situation with respect to this policy and the levels of consent given by parents of other children involved. Since it is difficult to ensure that parental consent is respected in these situations, and not appropriate to share the details of consent given for particular children with other parents, the head may refuse permission for a video recording of the event to be made. As an alternative, the school may make an official video recording/DVD, the editing of which, before it is made available to parents, will ensure that parental consent is respected.

### **10.2 Use of equipment**

When possible school cameras should be used to take images of pupils. Users bringing personal devices into the school must ensure there is no inappropriate or illegal content on the device. Staff must ensure that this policy is observed when using other equipment which can be used in connection with photographs (photocopier, scanner, printer, ipads etc.)

When a school device is not available, teachers, when given permission by the Head, can use a personal device to take appropriate images of pupils for use on school social media accounts. ( a possible way around teachers helping Ella??) It is the teachers' responsibility to ensure that the images are transferred to the school media drive and deleted from their personal device as soon as possible but no later than 1 week from the image being taken.

### **10.3 Editing and storage of photographs**

All images taken by members of staff or volunteers at school or on school activities remain the property of the school. The school may require images to be deleted or edited as appropriate and may also select

images taken by members of staff or volunteers for other purposes, with due attention paid to the requirements of this policy.

When editing images, staff must take due professional care and ensure that edited images do not mislead or misrepresent. Care must also be taken to ensure that images do not result in their subject being vulnerable to embarrassment, teasing, bullying or abuse.

Close attention must be paid to the storage of images, particularly whilst kept on portable media such as flash cards and memory sticks. Staff are responsible for the security of such media and the images they contain and must take all reasonable measures to ensure that they are kept safe and do not come into the possession of unauthorised people.

Images must not be stored permanently on personal devices or storage media. Members of staff may transfer images to personal equipment for the purposes of sorting and editing but they must be transferred into the school's photograph archive and deleted from personal equipment at the earliest opportunity.

All images must be stored permanently only in the school's photograph archive on the school intranet (except where they form part of other approved school documentation, such as a record of achievement, display, brochure or official website), where they will be monitored by the DSL and head. Once sorted and edited, images must be transferred to the archive and deleted from other personal and school equipment and temporary storage media.

To maintain security and enable subsequent users to work effectively, images on flash cards and other portable media must be deleted once they have been transferred. Similarly, where cameras have the capacity to save images without the need for a removable card, these must be deleted after use.

Unless specific prior consent has been obtained, members of staff and volunteers must not post school images on personal pages of social networking sites or other websites. The use of images on the school's official Facebook page, website and other approved sites is carefully monitored by the DSL to ensure that it is in line with this policy and parental consent. The age limit for having a Facebook account is 13 and other social networks have similar restrictions. However, parents do not always enforce these restrictions. Staff must be vigilant in respect of any inappropriate use by pupils of school images or their own photographs of school events on social networks and must report any concerns to the DSL.

The DSL is responsible for liaising with the chair of the parents' association (or other delegated member of the association) to ensure familiarity with this policy and that images used on the association's Facebook page and in newsletters and other literature and media abide by this policy and respect the levels of consent given by parents in respect of photography.

Final responsibility for the appropriate use of photography at school and in connection with school events rests with the head and the DSL. They monitor school images and may require an image to be deleted, edited or removed from a particular document, website etc in accordance with the requirements of this policy.



The school assesses the risk of access to archived images by inappropriate individuals to be very low. Staff and volunteers must ensure that their use and storage of images maintains a similarly acceptable level of risk.

#### **10.4 Use of mobile phones by members of staff and by volunteers in school**

Mobile phones provide many benefits to school life, notably in improving health and safety through better communication with staff in more remote parts of the school campus and on off-site visits. However, mobile phones, particularly those capable of taking pictures, also present a challenge to the school community to ensure that pupils are safeguarded in relation to the potential for improper use and also that their education is not impeded by the use of mobile phones at inappropriate times.

The school handbook/parents' handbook provides information on the use of mobile phones by pupils. Staff must be vigilant to ensure that the use of mobile phones, including their use by volunteers, visitors and pupils is always appropriate and that the safeguarding needs of the pupils are met. Any concerns should be discussed with the head or DSL. Concerns will be taken seriously, logged and investigated appropriately. Where a member of staff, visitor, volunteer or pupil has a mobile phone with the facility to take pictures, its use is subject to the policy on the use of cameras and the manipulation and storage of images, above.

- Staff should only use their personal mobile phones at a time when the education of pupils is not interrupted or affected and is only used in a private area.
- A School mobile phone is available from the school office. A school phone must be collected by members of staff engaged in particular school activities where it is important to maintain communication with the school office. These include:
  - Use of local offsite facilities – theatre, church,
  - Windlesham School sports facilities
  - Educational visits and away sports fixtures
  - Situations where, by prior arrangement with the head, a single member of staff is directly responsible for a group of pupils and a second member of staff is “on call” nearby.
  - The number of the school mobile phone used for trips away is published to parents so that they can make contact to provide details of any delays or changes in arrangements. This phone must remain switched on and must be carried by one of the members of staff on duty at all times.

Further information can be found in the parents' handbook.

- School mobile phones should not be used for personal calls. After use they must be signed back in at the school office. Any problem with the phone should be reported as soon as possible.
- By arrangement with the head, a member of staff's personal mobile phone may be designated as the means of communication for specific activities (ie those listed above). In such situations, it is expected that this policy will be observed in respect of personal use. The cost of calls made on school business will be reimbursed, provided that they can be identified on an itemised bill or otherwise.
- The use of mobile phones by staff whilst on school duties must respect national legislation and common courtesies. For example, they must not be used whilst driving and should be switched to silent at events and venues where this is expected.

- The school assesses the risk to pupils through the improper use of mobile phones to be very low. Staff and volunteers must ensure that their use of mobiles phones maintains this level of risk.

## **11 STAFF CONSULTATION AND TRAINING**

The school will ensure that all staff have undertaken appropriate e-safety training including their applicable roles and responsibilities in relation to online filtering and monitoring

All staff must have familiarised themselves fully with this policy before using any Internet resource in school.

All staff, including teachers, supply staff, classroom assistants and support staff, will be provided with the School Internet Policy, and its importance explained.

Staff development in the safe and responsible Internet use, and on school Internet policy will be provided as required. Induction training in safeguarding for new staff includes e-safety.

## **12 RECORD KEEPING**

All concerns, discussions and decisions made, and the reasons for those decisions, should recorded be 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.

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.

The DSL will maintain records of:

- filtering and monitoring reports
- online safeguarding concerns
- checks to filtering and monitoring systems

Why is all of this so important?

It is important for children to receive the right help at the right time to address safeguarding risks, prevent issues escalating and to promote children's welfare.

Examples of poor reporting practise:

- failing to act on and refer the early signs of abuse and neglect
- poor record keeping
- failing to listen to the views of the child
- not sharing information with the right people within and between agencies
- sharing information too slowly
- a lack of challenge to those who appear not to be taking action

- 12.1 We will ensure that records are maintained appropriately for children with safeguarding concerns and that confidential stand-alone files are created and maintained.
- 12.2 We will continue to support any pupil leaving the school about whom there have been concerns by ensuring that all appropriate information, including child protection and welfare concerns, is forwarded under confidential cover to the pupil's new school as a matter of priority.  
This is a legal requirement and will occur without further consent from parents and carers.

### **13 SAFER WORKFORCE AND MANAGING ALLEGATIONS AGAINST STAFF AND VOLUNTEERS**

- 13.1 We will prevent people who pose risks to children from working in our school by ensuring that all individuals working in any capacity at our school have been subjected to safeguarding checks in line with the statutory guidance Keeping Children Safe in Education, Guidance for Schools and Colleges, Sept 2023
- 13.2 Where appropriate, all staff members who have contact with children and young people, aged 8 and under, will be informed of their obligation to make declarations about household members, in line with [Disqualification under the Childcare Act 2006](#).
- 13.3 We will ensure that agencies and third parties supplying staff provide us evidence that they have made the appropriate level of safeguarding check on individuals working in our school. We will also ensure that any agency worker presenting for work is the same person on whom the checks have been made.
- 13.4 Supply and volunteering staff will be given a briefing sheet guiding them on our school policies.
- 13.5 Job descriptions and person specification will have a clear statement about the safeguarding responsibilities of the post holder.
- 13.6 We will ensure that at least one member of every interview panel has completed safer recruitment training.
- 13.7 We have a procedure in place to handle safeguarding concerns and allegations against members of staff and volunteers in line with Keeping Children Safe in Education September 2023

Schools and colleges should have processes and procedures in place to manage any safeguarding concerns about staff members (including supply staff, volunteers, and contractors). If staff have safeguarding concerns or an allegation is made about another member of staff (including supply staff, volunteers, and contractors) posing a risk of harm to children, then:

- this should be referred to the headteacher
- where there are concerns/allegations about the headteacher, this should be referred to the chair of governors
- in the event of concerns/allegations about the headteacher, where the headteacher is also the sole proprietor of an independent school, or a situation where there is a conflict of interest in reporting the matter to the headteacher, this should be reported directly to the local authority designated officer(s) (LADOs).

These procedures are outlined in Appendix D in detail.

## 14 STAFF INDUCTION, TRAINING AND DEVELOPMENT

All staff will be aware of systems within the school which support safeguarding and these should be explained to them as part of staff induction.

This should include:

- Safeguarding and the child protection policy, which should include, amongst other things, also include the policy and procedures to deal with child on child abuse
- Online safety
- the School's behaviour and anti-bullying policies (which should include measures to prevent bullying, including cyberbullying, prejudice-based and discriminatory bullying, including child on child abuse)
- the staff behaviour policy (sometimes called a code of conduct)
- the safeguarding response to children who go missing from education
- the role of the designated safeguarding lead (including the identity of the designated safeguarding lead and any deputies).

14.2 This induction will include all members of staff having read [\*Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2023\*](#), Part 1.

14.3 The induction will be proportionate to staff members' roles and responsibilities.

14.4 The Designated Safeguarding Lead and deputies (of which the Head is one) will undergo child protection training, when appointed to post and then refreshed every two years.

14.5 All staff members of the school and the nominated child protection governor will undergo child protection training (whole-school training) annually. This will include all staff refreshing knowledge on Keeping Children Safe in Education, Guidance for Schools and Colleges, Sept 2023, with particular reference to Part 1 and Annex A and C.

14.6 Staff members who miss the whole-school training will be required to undertake other relevant training to make up for it, e.g. by joining another school's whole-school training.

14.7 All governors will undergo appropriate training prior to or soon after appointment to the role; this training will be updated every two years. Our governors complete the [\*NSPCC's complete the child protection training for school governors training unit\*](#).

14.8 We will ensure that staff members provided by other agencies and third parties, e.g. Supply teachers, have received appropriate child protection training commensurate with their roles before starting work. (ANNEX 4 – Briefing sheet for Temporary and Supply Staff) They will be given the opportunity to take part in whole-school training if it takes place during their period of work for the school.

14.9 The Designated Safeguarding Lead will provide regular briefings to the school on: any changes to child protection legislation and procedures; relevant learning from local and national Child Safeguarding Practice Reviews; local service provision; local safeguarding concerns.

14.10 The school will maintain accurate records of staff induction and training.

## **15 CONFIDENTIALITY, CONSENT AND INFORMATION SHARING**

15.1 We recognise that all matters relating to child protection are confidential.

15.2 The DSL (and deputies) will have the safeguarding overview within the school and will disclose any information about a pupil to other members of staff on a need-to-know basis, and in the best interests of the child.

15.3 All staff will know what to do if a child tells them he/she is being abused or neglected. Staff will know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or a deputy) and children's social care. Staff will never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

15.4 All staff members have a professional responsibility to share information with other agencies in order to safeguard children. All staff will be aware of their local early help process, their role in it and how to make referrals to children's social care and for statutory assessments under the Children Act 1989, especially section 17 (children in need) and section 47 (a child suffering, or likely to suffer, significant harm) that may follow a referral, along with the role they might be expected to play in such assessments.

15.5 School staff need to maintain an attitude of '**it could happen here**' and that any child may benefit from early help, but all school and staff should be particularly alert to the potential need for early help for a child who:

- has special educational needs (whether or not they have a statutory Education, Health and Care Plan);
- has a mental health need;
- is a young carer;
- is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups or county lines;
- is frequently missing/goes missing from care or from home;
- is at risk of modern slavery, trafficking, sexual or criminal exploitation;
- is at risk of being radicalised or exploited;
- has a family member in prison, or is affected by parental offending;
- is in a family circumstance presenting challenges for the child, such as drug and alcohol misuse, adult mental health issues and domestic abuse;
- is misusing drugs or alcohol themselves;
- has returned home to their family from care;
- is at risk of 'honour'-based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child; and
- is persistently absent from education, including persistent absences for part of the school day.

- 15.6 We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent. This is covered in greater detail in Appendix C.

## **16 INTER-AGENCY WORKING**

- 16.1 We will develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the police and Children's Social Work Services. All staff will be aware of their local early help process and understand their role in it.
- 16.2 We will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups, to consider individual children.
- 16.3 We will participate in Child Safeguarding Practice Reviews, other reviews and file audits as and when required to do so by the Brighton and Hove Local Safeguarding Children Partnership (BHSCB). We will ensure that we have a clear process for gathering the evidence required for reviews and audits, embedding recommendations into practice and completing required actions within agreed timescales.

## **17 CONTRACTORS, SERVICE AND ACTIVITY PROVIDERS AND WORK PLACEMENT PROVIDERS**

- 17.1 We will ensure that contractors and providers are aware of our school's child protection policy and procedures. We will require that employees and volunteers provided by these organisations use our procedure to report concerns.
- 17.2 We will seek assurance that employees and volunteers provided by these organisations and working with our children have been subjected to the appropriate level of safeguarding check in line with Keeping Children Safe in Education : Statutory Guidance for Schools and Colleges, September 23. If assurance is not obtained, permission to work with our children or use our school premises may be refused.
- 17.3 When we commission services from other organisations, we will ensure that compliance with our policy and procedures is a contractual requirement.

## **18 WHISTLE-BLOWING AND COMPLAINTS**

- 18.1 We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so.
- 18.2 We will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If necessary, they will speak with the head teacher, the chair of the governing body or with the Local Authority Designated Officer. Should staff not feel able to raise concerns they can call the [NSPCC whistleblowing helpline](#) on 0800 028 0285.
- 18.3 We have a clear reporting procedure for children, parents and other people to report concerns or complaints, including abusive or poor practice.
- 18.4 We will actively seek the views of children, parents and carers and staff members on our child protection arrangements through surveys, questionnaires and other means.

## **Low-level concerns**

As part of our whole school approach to safeguarding, we ensure that we promote an open and transparent culture in which all concerns about all adults working in or on behalf of the School (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

We work hard to create a culture in which all concerns about adults are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. This should:

- encourage an open and transparent culture
- enable us to identify inappropriate, problematic or concerning behaviour early
- minimise the risk of abuse, and
- ensure that adults working in or on behalf of the school or college are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the school or college.

## **What is a low-level concern?**

The term 'low-level' concern does not mean that it is insignificant. 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 harm threshold or is otherwise not serious enough to consider a referral to the LADO.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children
- having favourites
- taking photographs of children on their mobile phone, contrary to school policy
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door, or
- humiliating pupils.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

Low-level concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken.

Low level concerns about a member of staff should be reported to the head, or a member of the senior leadership team. Staff are also encouraged to self-refer where, for instance, they have found themselves in a situation which could be misinterpreted, or on reflection feel they may have compromised the

School's expected professional standards. Reports about supply staff and contractors will be notified to their employers so that any potential patterns of inappropriate behaviour can be identified.

The Head will investigate the concern, speaking to the person who raised the concern, the individual involved, and any witnesses. The action to be taken will be determined by and proportionate to the nature of the incident, whether the report can be substantiated and whether any pattern of behaviour appears to be emerging. Support will be offered where appropriate and where needed to enable the member of staff in question to correct their behaviour in future.

The Head must record all low level concerns in writing, including details of:

The concern,

The context of the report,

The name of the individual sharing the concern (requests for anonymity should be respected as far as reasonably possible);

Action taken and the rationale for this<sup>19</sup>

## **19 SITE SECURITY**

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

## **20 QUALITY ASSURANCE**

- 20.1 We will ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures. This will include periodic audits of child protection files and records by the Designated Safeguarding Lead.
- 20.2 We will complete an audit of the school's safeguarding arrangements at frequencies specified by the Brighton and Hove Local Safeguarding Children Partnership and using the audit tool provided for this purpose.
- 20.3 The school's senior management and the governing body will ensure that action is taken to remedy without delay any deficiencies and weaknesses identified in child protection arrangements.

## **21 POLICY REVIEW**

- 21.1 This policy and the procedures will be reviewed every academic year. All other linked policies will be reviewed in line with the policy review cycle.



- 21.2 The Designated Safeguarding Lead will ensure that staff members are made aware of any amendments to policies and procedures.

## **22 The Role of the Designated Safeguarding Lead**

Governing bodies, proprietors and management committees should ensure an appropriate senior member of staff, from the school leadership team, is appointed to the role of designated safeguarding lead.

The designated safeguarding lead should take lead responsibility for safeguarding and child protection (including online safety) and understanding the school's filtering and monitoring systems. This should be explicit in the role holder's job description.

This person should have the appropriate status and authority within the school to carry out the duties of the post.

They should be given the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters, to take part in strategy discussions and inter-agency meetings, and/or to support other staff to do so, and to contribute to the assessment of children.

## **23 MANAGING REFERRALS**

- 23.1 Act as a source of support, advice and expertise to staff members on matters of child protection and safeguarding.
- 23.2 Act as a point of contact with safeguarding partners
- 23.3 Liaise with the head teacher about safeguarding issues relating to individual children, especially ongoing enquiries under section 47 of the Children Act 1989. This should include being aware of the requirement for children to have an appropriate adult. [PACE Code C 2019](#).
- 23.4 As required, liaise with the 'case manager' and local authority designated officers (LADO) for children protection in cases which concern a member of staff.
- 23.5 Liaise with agencies providing early help services and coordinate referrals from the school to targeted early help services for children in need of support.
- 23.6 Refer all cases of suspected of neglect and abuse to the local authority social care (FDFF), and to the Police if a crime may have been committed.
- 23.7 Monitor any cases referred to early help and consider referral to children's services where the situation does not improve.
- 23.8 Refer cases to the Channel programme via  
[PreventReferralsbrightonandhove@sussex.pnn.police.uk](mailto:PreventReferralsbrightonandhove@sussex.pnn.police.uk)
- 23.9 where there is a radicalisation concern as required and support staff making referrals.
- 23.10 Support staff who make referrals to the local authority children's social care

- 23.11 Refer cases where a person is dismissed or left due to risk/harm to a child to the DBS service as required.
- 23.12 Liaise with the senior mental health lead and, where available, the mental health support team, where safeguarding concerns are linked to mental health
- 23.13 Promote supportive engagement with parents and/or carers in safeguarding and promoting the welfare of children, including where families may be facing challenging circumstances
- 23.14 Work with the headteacher and relevant strategic leads, taking lead responsibility for promoting educational outcomes by knowing the welfare, safeguarding and child protection issues that children in need are experiencing, or have experienced, and identifying the impact that these issues might be having on children's attendance, engagement and achievement at school.  
This includes:  
- ensuring 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  
- supporting 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.

## **24 RECORD KEEPING**

The DSL is responsible for ensuring that the child protection files are kept up to date.  
Records should include:

- A clear and compressive 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

- 24.1 Keep detailed, accurate, secure written records of child protection and welfare concerns and referrals
- 24.2 Ensure a stand-alone file is created as necessary for children with safeguarding concerns. (via ENGAGE)
- 24.3 Maintain a chronology of significant incidents for each child with safeguarding concerns. (via ENGAGE)
- 24.4 Ensure, where appropriate, that the child's wishes and feelings are taken into account when determining what action to take and what services to provide.
- 24.5 Ensure such records are kept confidentially and securely and separate from the child's educational record.
- 24.6 As soon as a child with safeguarding concerns moves to another school, liaise with the new school's Designated Safeguarding Lead for information sharing. Ensure the child's child protection or welfare concerns records are transferred to new school as soon as possible, within 5 days for an in-year transfer or within the first 5 days of the start of a term. These files should be transferred separately from the main pupil file, using secure transit and obtaining confirmation of receipt.

- 24.7 In addition to the child protection file, the designated safeguarding lead should also consider if it would be appropriate to share any information with the new school or college in advance of a child leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.
- 24.8 Where a child is transferring to a school outside of Brighton or Hove, or to an independent school, or to be Electively Home Educated, the child protection or welfare concern records will be copied before sending to the next school/LA. In this case the copies will be retained by school for six years. Once records have been passed on and receipted there is no need for the school to retain these records further.
- 24.9 The final school (secondary) will retain Child Protection files until DoB +25 years.

## 25 WORKING WITH OTHERS AND INFORMATION SHARING

- 25.1 Cooperate with Children's Social Work Services for enquiries under section 47 of the Children Act 1989.
- 25.2 Attend, or ensure other relevant staff members attend, child protection conferences, core group meetings and other multi-agency meetings, as required.
- 25.3 Liaise with case managers and external agencies, share information as appropriate and contribute to assessments.
- 25.4 Work with the Virtual School Head to discuss how Pupil Premium funding can best be used to support the progress of looked after children in school.

## 26 TRAINING, KNOWLEDGE AND SKILLS

- 26.1 Undertake appropriate training, **updated every two years including the deputies** and update knowledge and skills at least annually in order to;
- 26.2
- be able to recognise signs of abuse and how to respond to them, including special circumstances such as Child Sexual Exploitation, Female Genital Mutilation, fabricated or induced illness (see Chapter 8 of the [Pan-Sussex Child Protection and Safeguarding Procedures](#));
  - understand the assessment process for providing Early Help and intervention, e.g. Children's Services Threshold document: A guide to early help and safeguarding services.
  - have a working knowledge of how the Local Authority conducts initial and review child protection case conferences and be able to attend and contribute to these effectively when required to do so.
  - be alert to the specific needs of Children in Need (as specified in section 17 of the Children Act 1989), those with Special Educational Needs and young carers.
  - understand the importance of the role the designated safeguarding lead has in providing information and support to local authority children social care in order to safeguard and promote the welfare of children
  - understand the lasting impact that adversity and trauma can have, including on children's behaviour, mental health and wellbeing, and what is needed in responding to this in promoting educational outcomes

- are alert to the specific needs of children in need, those with special educational needs and disabilities (SEND), those with relevant health conditions and young carers
- 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 bullying, grooming and radicalisation and are confident they have the capability to support children with SEND to stay safe online

- 26.3 To facilitate all school staff to under undertake Prevent awareness training
- 26.4 Ensure each member of staff has access to and understands the school's child protection policy and procedures, including providing induction on these matters to new and part-time staff members.
- 26.5 Ensure staff are supported during the referrals processes and support staff to consider how safeguarding, welfare and education outcomes are linked, including to inform the provision of academic and pastoral support.
- 26.6 The DSL is also the designated person who will also have responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales. The roles and responsibilities of this are covered in the statutory guidance.
- 26.7 All staff are aware of the school's online safety policy with particular reference to EYFS Policy for the use of cameras and mobile phones/devices. (ANNEX 6)
- 26.8 Organise whole-school child protection training for all staff members annually. Ensure staff members who miss the training receive it by other means, e.g. by joining another school's training.
- 26.9 Link with Brighton and Hove Local Safeguarding Children Partnership to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- 26.10 Obtain access to resources and attend any relevant or refresher training courses.
- 26.11 Ensure the school allocates time and resources every year for relevant staff members to attend training.
- 26.12 Maintain accurate records of staff induction and training.
- 26.13 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.

- 26.14 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;
- 26.15 Obtain access to resources and attend any relevant or refresher training courses

## **27 AWARENESS RAISING**

- 27.1 Ensure each member of staff has access to, and understands, the school's children protection policy and procedures, especially new and part-time staff
- 27.2 Working with the governors, review the safeguarding and child protection policy and procedures annually and liaise with the school's governing body to update and implement them.
- 27.3 Make the child protection and safeguarding policy and procedures available publicly and raise awareness of parents that referrals about suspected abuse may be made and the role of the school in this
- 27.4 Provide an annual briefing to the school on any changes to child protection legislation and procedures and relevant learning from local and national serious case reviews.
- 27.5 Help promote education 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 the school leadership team.
- 27.6 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.
- 27.7 Understand the difficulties that children may have in approaching staff about their circumstances and consider how to build trusted relationships with facilitate communication.

## **28 QUALITY ASSURANCE**

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

## **29 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/ies) would be expected to be available in person, it is a matter for individual schools, 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.

The DSL (Mrs Sinead Kiernan) is available via email, which is then covered by one of the Deputies,, David Leggett and Rebecca Older should the need arise.

### **30 THE ROLE OF THE DESIGNATED SAFEGUARDING GOVERNOR/S**

Governing bodies have a strategic leadership responsibility for their school's safeguarding arrangements and must ensure that they comply with their duties under legislation.

They must have regard to this guidance, ensuring policies, procedures and training in their schools or colleges are effective and comply with the law at all times.

Governing bodies should lead on the responsibilities for the schools safeguarding arrangements; these should include:

1. Appointing a Designated Safeguarding Lead who is part of the senior leadership team and has this recorded on their job description in line with Annex B of Keeping Children Safe in Education 2021.
2. Ensuring that any safeguarding deficiencies or weaknesses within the school are remedied without delay, and informing Brighton and Hove Safeguarding Board about the discharge of duties via the safeguarding audit.
3. Making sure that the safeguarding policies & procedures in the school are effective and comply with the law at all times. This should include a child protection policy (reviewed at least annually and available online) The CP policy should describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the Local Safeguarding Children Partnership (BHSCB). 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. Governing bodies should ensure that all staff undergo safeguarding and child protection training (including online safety) at induction. The training should be regularly updated. Induction and training should be in line with any advice from the safeguarding partners.
5. Ensuring that there are procedures in place to handle safeguarding concerns and allegations against all staff members. Such allegations must be referred to the Local Authority Designated Officer.
6. 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. Recognising that neither governing bodies nor individual governors have a right to know details of such cases, except when exercising their disciplinary functions in respect of allegations against staff.
7. Ensuring that the school is contributing to inter-agency working, which includes providing a coordinated offer of early help when additional needs of children are identified.
8. Ensuring that schools create a culture of safe recruitment and, as part of that, adopt

recruitment procedures that help deter, reject or identify people who might abuse children (Part Three: Safer Recruitment. Keeping Children Safe in Education, September 2022).

9. This includes ensuring that we take up references for each shortlisted candidate **before** interview that at least one member of any appointing panel, including shortlisting, will have attended safer recruitment training.
10. The school keeping an up to date Single Central Record (SCR) of all staff and volunteers and the dates of all appropriate safeguarding checks in accordance to the guidelines laid out in KCISE September 2019.
11. Putting in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions.
12. Ensuring that the school comply with the 'Disqualification under the childcare act 2006' guidance & updated issued in August 2018.
13. Governing bodies and proprietors should ensure that pupils are taught about safeguarding, including online safety.
14. Where there is a safeguarding concern, governing bodies, 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, and they should be well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback.

## 31 DEFINITIONS

- 31.1 **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.
- 31.2 **Children** are any people who have not yet reached their 18<sup>th</sup> birthday; a 16-year-old, whether living independently, in further education, in the armed forces or in hospital, is a child and is entitled to the same protection and services as anyone younger.
- 31.3 **Child protection** is part of safeguarding and promoting the welfare of children and refers to activity undertaken to protect specific children who are suffering, or likely to suffer, significant harm.
- 31.4 **Early Help** means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years to teenage years.
- 31.5 **Harm** is ill treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill treatment of another.
- 31.6 **Safeguarding children** is the action we take to promote the welfare of children and protect them from harm. **Safeguarding and promoting the welfare of children** is defined in [Working](#)

[\*Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children \(July 2018\)\*](#) as:

- protecting children from maltreatment;
- preventing impairment of children's health and development;
- ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
- taking action to enable all children to have the best outcomes.

31.7 **Significant harm** is the threshold that justifies compulsory intervention in the family in the best interests of the child. Section 31 of the Children Act 1989 states 'where the question of whether harm suffered by a child is significant turns on the child's health or development, his health or development shall be compared with that which could reasonably be expected of a similar child.'

31.8 For more definitions, see [Pan-Sussex Child Protection and Safeguarding Procedures](#).

## 32 ABUSE AND NEGLECT

All staff will be aware of indicators of abuse and neglect. Knowing what to look for is vital for the early identification of abuse and neglect, and specific safeguarding issues such as child criminal exploitation and child sexual exploitation so that staff are able to identify cases of children who may be in need of help or protection.

If staff are unsure, they should always speak to the designated safeguarding lead, or deputy.

All staff will be aware that technology is a significant component in many safeguarding and wellbeing issues. Children are at risk of abuse online as well as face to face. In many cases abuse will take place concurrently via online channels and in daily life. Children can also abuse their peers online, this can take the form of abusive, harassing, and misogynistic messages, the non-consensual sharing of indecent images, especially around chat groups, and the sharing of abusive images and pornography, to those who do not want to receive such content.

32.1 **Emotional abuse** is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on the child's emotional development.

It may involve:

- making a child feel worthless, unloved or inadequate
- only there to meet another's needs
- inappropriate age or developmental expectations
- overprotection and limitation of exploration, learning and social interaction
- seeing or hearing the ill treatment of another, e.g. domestic abuse
- making the child feel worthless and unloved - high criticism and low warmth
- serious bullying (including cyber bullying)
- exploitation or corruption

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

32.2 **Neglect** is the persistent failure to meet a child's basic physical 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 misuse. Once a child is born, it may involve a parent failing to:

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

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

32.3 **Physical abuse** may involve hitting, shaking, throwing, poisoning, burning, 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.

32.4 **Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. Activities may involve physical contact, including penetration of any part of the body, or non-penetrative acts. They may include non-contact activities, such as involving children looking at or in the production of sexual images, including on the internet, watching sexual activities, or encouraging children to behave in sexually inappropriate ways.

Child sexual exploitation is also sexual abuse; it involves children and young people receiving something, for example accommodation, drugs, gifts or affection, as a result of them performing sexual activities, or having others perform sexual activities on them. It could take the form of grooming of children, e.g. to take part in sexual activities or to post sexual images of themselves on the internet.

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

### 33 SPECIFIC SAFEGUARDING ISSUES

33.1 [Keeping Children Safe in Education, Guidance for Schools and Colleges, Sept 2023](#) outlines that: All staff will have an awareness of safeguarding issues that can put children at risk of harm. Behaviours linked to issues such as drug taking and or alcohol misuse, deliberately missing education and consensual and non-consensual sharing of nudes and semi-nudes images and/or videos can be signs that children are at risk.

All School staff members need to be aware of specific safeguarding issues, as listed below in, and be alert to any risks. Chapter 8 of the [Pan-Sussex Child Protection and Safeguarding Procedures](#) has detailed information about specific issues such as Child Sexual Exploitation, Female Genital Mutilation, Private Fostering, etc., and the local procedures to respond to risks.

All staff, but especially the designated safeguarding lead (and deputies) should consider whether children are at risk of abuse or exploitation in situations outside their families. Extra-familial harms take a variety of different forms and children can be vulnerable to multiple harms including (but not limited to) sexual abuse (including harassment and exploitation), domestic abuse in their own intimate relationships (teenage relationship abuse), criminal exploitation, serious youth violence, county lines, and radicalisation.

33.2 Within Keeping Children Safe in Education, the following specific safeguarding issues are highlighted:

- Child Abduction and Community safety incidents
- Modern Slavery and the National Referral Mechanism
- Cybercrime
- Child missing from education (including in the court system)
- Children with family members in prison
- Child missing from home or care
- Child Criminal Exploitation (CCE) & Child Sexual Exploitation (CSE)
- Domestic Abuse
- Faith abuse (Honour-based violence)
- Female Genital Mutilation – including mandatory reporting duty for teachers
- Forced marriage
- Homelessness
- Mental health
- Preventing radicalisation – the Prevent Duty and Channel
- Private fostering
- Previously looked after children (PIC)
- Children with special educational needs and disabilities or physical health issues
- Sexting
- Serious Violence and Crime

### **33.3 Further Information on Children Missing from Education**

All staff will be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. Children missing from education, particularly persistently, can act as a vital warning sign to a range of safeguarding issues including neglect, sexual abuse, and child sexual and criminal exploitation. It is important the school or college's response to children missing from education supports identifying such abuse and also helps prevent the risk of them going missing in the future. This includes when problems are first emerging but also where children are already known to local authority children's social care and need a social worker (such as on a child in need or child protection plan, or as a looked after child), where going missing from education may increase known safeguarding risks within the family or in the community.

Educational establishments and colleges should put in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect and to help prevent the risks of their going missing again.

All educational establishments must inform the local authority of any pupil who fails to attend educational establishment regularly, or has been absent without the educational establishment's permission for a continuous period of 10 educational establishment days or more, at such intervals as are agreed between the educational establishment and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

Where reasonably possible, schools and colleges should hold more than one emergency contact number for each pupil or student. This goes beyond the legal minimum 18 and is good practice to give the school or college additional options to make contact with a responsible adult when a child missing education is also identified as a welfare and/or safeguarding concern.

Refer to [Keeping Children Safe in Education, Guidance for Schools and Colleges, Sept 2022](#) for further guidance.

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

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

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

As children get older and are granted more independence (for example, as they start walking to school on their own) it is important they are given practical advice on how to keep themselves safe.

Many schools provide outdoor-safety lessons run by teachers or by local police staff. It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers. Further information is available at: <http://www.actionagainstabduction.org/> and <https://clevernevergoes.org/>

### **33.5 Children in the Court System**

Children are sometime required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There is an age appropriate guide to support children from the ages of [5-11 years old](#). This document will explain each step of the process and support and special measures that are available.

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

Approximately 200,000 children in England and Wales have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. The National Information Centre on Children of Offenders, [NICCO](#) provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

### **33.5 Child Criminal Exploitation (CCE) and Child Sexual Exploitation (CSE)**

We know that different forms of harm often overlap, and that perpetrators may subject children and young people to multiple forms of abuse, such as criminal exploitation (including county lines) and sexual exploitation.

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.

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

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, sexual identity, cognitive ability, learning difficulties, communication ability, physical strength, status, and access to economic or other resources.

Some of the following can be indicators of both child criminal and sexual exploitation where children:

- appear with unexplained gifts, money or new possessions;
- associate with other children involved in exploitation;
- suffer from changes in emotional well-being;
- 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.

Children who have been exploited will need additional support to help maintain them in education. CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence.

Some additional specific indicators that may be present in CSE are children who:

- have older boyfriends or girlfriends; and
- suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

### **33.6 Child Criminal Exploitation: County Lines**

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

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

Key to identifying potential involvement in county lines are missing episodes, (both from home and school) when the victim may have been trafficked for the purpose transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation. Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

### **33.7 Modern Slavery and the National Referral Mechanism**

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour.

Exploitation can take many forms, including: sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs.

Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the NRM is available in the Modern Slavery Statutory Guidance. Modern slavery: how to identify and support victims - GOV.UK ([www.gov.uk](http://www.gov.uk))

### **33.8 Cybercrime**

Cybercrime is criminal activity committed using computers and/or the internet.

It is broadly categorised as either 'cyber-enabled' (crimes that can happen off-line but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include;

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the designated safeguarding lead (or a deputy), should consider referring into the Cyber Choices programme.

This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests.

Note that Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs on-line and child sexual abuse and exploitation, nor other areas of concern such as on-line bullying or general on-line safety. Also see the school's [online safety policy](#).

### **33.9 Further Information on Domestic Abuse**

The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Under the statutory definition, both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act)

The abuse can encompass, but is not limited to: psychological; physical; sexual; financial; and emotional. All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Exposure to domestic abuse and/or violence can impact children through seeing, hearing or experiencing the effect of domestic abuse and/or experiencing it through their own intimate relationships.

This may 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.

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
- Emotional

Staff will be aware that any disclosures made by children may have a background in domestic abuse and that this abuse may be part of an overall pattern of abuse or violence towards women and girls in the family. That said domestic abuse can also be experienced by males and assumptions should not be made based on the gender of perpetrators of domestic abuse.

### **33.10 Homelessness**

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

The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. For children of Windlesham School age the first ports of call would be the police and [Brighton and Hove](#) Council on 01273 680065.

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.

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.

### **33.11 Children Requiring Mental Health Support**

Schools and colleges have an important role to play in supporting the mental health and wellbeing of their pupils. 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. Governing bodies should ensure they have clear systems and processes in place for identifying possible mental health problems, including routes to escalate and clear referral and accountability systems.

Schools and colleges can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the [mental health and behaviour](#) in school's guidance, colleges may also wish to follow this guidance as best practice. Public Health England has produced a range of resources to support secondary school teachers to promote positive health, wellbeing and resilience among young people. See [Rise Above](#) for links to all materials and lesson plans.

The department is providing funding to support costs of a significant training programme for senior mental health leads and the national rollout of the [Link Programme](#). Training for senior mental health leads, will be available to all state funded schools and colleges by 2025, to help introduce or develop their whole school or college approach to mental health.

### **33.12 Further Information on Female Genital Mutilation (FGM)**

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

There are a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person.

Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

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

Staff will be aware of new mandatory reporting requirements with regards to known cases of female genital mutilation (FGM) which require teachers to personally report to the police cases where they discover that an act of FGM appears to have been carried out.

Under the Counter-Terrorism and Security Act 2015 schools have a duty to have due regard to the need to prevent people from being drawn into terrorism. Schools are expected to assess the risk of children being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology and to refer these children/families for support/intervention as necessary.

### **Recognition – What to Look For?**

All Staff members should refer to the detailed information about the categories of abuse and risk indicators in the [Pan-Sussex Child Protection and Safeguarding Procedures](#) for further guidance.

In an abusive relationship, the child may:

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

In an abusive relationship, the parent or carer may:

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

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

Staff will be aware that children with special educational needs and disabilities can face additional safeguarding challenges including:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability

- children with special educational needs and disabilities are particularly vulnerable to bullying and often show no outward signs
- communication issues can be a barrier to effective safeguarding

Warning signs that FGM may be about to take place, or may have already taken place, can be found in the [Brighton and Hove FGM Multi Agency Resource Pack](#) or within the Elearning for all professionals, developed by the Home Office, available at [www.fgmelearning.co.uk](http://www.fgmelearning.co.uk)

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

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

Further details can be found in [Keeping Children Safe in Education, Guidance for Schools and Colleges, Sept 2022](#)

### **33.13 Further Information on Forced Marriage**

A forced marriage is one in which at least one participant does not (or cannot) consent to the marriage and pressure or abuse is used. It is recognised in the UK as a serious abuse of human rights.

The pressure put on people to marry against their will can be physical (including threats of violence, actual physical violence and sexual violence) or emotional and psychological (e.g. shame and coercion). Financial abuse can also be a factor.

Whilst it is unlikely that primary-age pupils will be the victims of forced marriage, they may disclose that older siblings or parents are at risk.

### **33.14 Further Information on So-Called 'Honour-Based' Violence (HBV)**

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 this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

### **33.15 Actions Responses to HBV**



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) and record on the schools digital reporting system, ENGAGE.

As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care.

### **33.16 Further Information on Preventing Radicalisation**

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.

Extremism is the vocal or active opposition to our fundamental values, including 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.

Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups. 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) and settings (such as the internet).

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty"). This came into force on 1 July 2015. **The Prevent Duty (2015)** directs inspectors to examine an educational establishment's response to extremist behaviour when considering the behaviour and safety of pupils, as well as the effectiveness of the leadership and management of the educational establishment in preventing extremism.

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

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

### **Channel Training**

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

- identifying people at risk of being drawn into terrorism
- assessing the nature and extent of that risk, and
- developing the most appropriate support plan for the people concerned.

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

Training is available as follows:

**Prevent Awareness:** This offers an introduction to the Prevent duty, and explains how it aims to safeguard vulnerable people from being radicalised to supporting terrorism or becoming terrorists themselves.

<http://www.elearning.prevent.homeoffice.gov.uk>

**Prevent Referrals:** This package builds on the Prevent awareness eLearning training. It is designed to make sure that when we share a concern that a vulnerable individual may be being radicalised, that the referral is robust, informed and with good intention, and that the response to that concern is considered, and proportionate. <https://www.elearning.prevent.homeoffice.gov.uk/preventreferrals>

**Channel Awareness:** This training package is for anyone who may be asked to contribute to, sit on, or even run a Channel Panel. It is aimed at all levels, from a professional asked to input and attend for the first time, to a member of staff new to their role and organising a panel meeting.

<https://www.elearning.prevent.homeoffice.gov.uk/channelawareness>

Prevent is the Pan-Sussex strategy for preventing vulnerable people from being radicalised into violent extremism:

The Pan Sussex Prevent describes partner's (including educational establishments) role in the community. You can complete the PREVENT DUTY training by clicking [here](#).

**Prevent agenda:**

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

The Department for education has published 'The prevent duty', departmental advice for educational establishments and childcare provider:

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

### **33.17 Further Information on Sexting**

#### **Further Information on Sharing Nudes/Semi-Nudes, Sexting and Upskirting**

Sexting is when someone shares sexual, naked or semi-naked images or videos of themselves or others, or sends sexually explicit messages. Sexting among children and young people can be a common occurrence, where they often describe these incidents as 'mundane'. Children involved in sexting incidents will be dealt with by the police as victims as opposed to perpetrators, unless there are mitigating circumstances. The Designated Safeguarding Lead should record all incidents of sexting. This should include both the actions taken and the actions not taken, together with

justifications. School staff must actively avoid viewing any images. School staff should seek to preserve evidence. In applying judgement to the sexting incident consider the following:

- Significant age difference between the sender/receiver involved
- If there is any external coercion involved or encouragement beyond the sender/receiver.
- If you recognise the child/young person as more vulnerable than is usual.
- If the image is of a severe or extreme nature.
- If the situation is not isolated and the image has been more widely distributed.
- If this is not the first time children/young people have been involved in a sexting act
- If other knowledge of either the sender or recipient may add cause for concern.

If these characteristics present cause for concern then escalate or refer the incident. **If not, manage the situation accordingly, recording details of the incident, action and resolution.** See “Sharing nudes and semi-nudes: advice for education settings working with children and young people” (published by UKCCIS) at [Sharing nudes and semi-nudes: advice for education settings working with children and young people - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/sharing_nudes_and_semi_nudes_advice_for_education_settings_working_with_children_and_young_people.pdf)

Upskirting is a criminal offence. Upskirting 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.

### **33.18 Serious Violence and Crime**

All staff will be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery. Advice for schools and colleges is provided in the [Home Office’s Preventing youth violence and gang involvement](#) and its [Criminal exploitation of children and vulnerable adults: county lines guidance](#).

All staff will be aware of indicators, which may signal that a children are at risk from, or are involved with serious crime. These may include increased absence from school, a change in friendship or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or significant change in wellbeing, or signs of assault or unexplained injuries. 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.

### **33.19 Previously Looked After Children (PiC)**

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

In particular, they should 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 contact arrangements with birth parents or those with parental responsibility. They should also have information about the child’s care arrangements and the levels of authority delegated to the carer by the authority looking after him/her.

The designated safeguarding lead 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.

The most common reason for children becoming looked after is as a result of abuse and/or neglect. Governing bodies should ensure that staff have the skills, knowledge and understanding to keep looked after children safe.

Within Windlesham the DSL, is also the designated staff member appointed to work with local authorities. The designated teacher has responsibility for promoting the educational achievement of children who have left care through adoption, special guardianship or child arrangement orders or who were adopted from state care outside England and Wales.

### **32.20 Children with special educational needs and disabilities (SEND) or physical or mental health issues**

Children with special educational needs or disabilities (SEND) or certain health conditions can face additional safeguarding challenges. A child that Governing bodies should ensure their child protection policy reflects the fact that additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;
- these children being more prone to peer group isolation or bullying (including prejudice-based bullying) than other children;
- the potential for children with SEND or certain medical conditions being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in managing or reporting these challenges

To ensure that children at Windlesham gain the support they may need and that our SEND staff lead is also a Designated Safeguarding Lead with specific training in both SEND and Safeguarding completed and regularly maintained.

### **32.21 Children who are lesbian, gay bi or trans (LGBT)**

The fact that a child or a young person may be LGBT is not in itself an inherent risk factor for harm. However, children who are LGBT can be targeted by other children. In some cases, a child who is perceived by other children to be LGBT (whether they are or not) can be just as vulnerable as children who identify as LGBT.

Risks can be compounded where children who are LGBT lack a trusted adult with whom they can be open. It is therefore vital that staff endeavour to reduce the additional barriers faced, and provide a safe space for them to speak out or share their concerns with members of staff.

LGBT inclusion is part of the statutory Relationships Education, Relationship and Sex Education and Health Education curriculum and there is a range of support available to help schools counter homophobic, biphobic and transphobic bullying and abuse. Please see Windlesham Schools [Relationships, Sex and Health Education](#) policy.

### **32.22 Further Information on Private Fostering**

Parents and carers often fail to notify schools about private fostering arrangements even though they are legally required to notify Children's Services. Often this is because they are unaware of the requirements. They believe that this is a private family arrangement which does not concern anybody else.

This lack of awareness means that many privately fostered children remain hidden and can be vulnerable, as in the case of Victoria Climbié who was a privately fostered child.

Definition:

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. 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. The following are considered to be relatives: a step parent (by marriage or civil partnership), grandparent, step grandparent, brother, sister, uncle or aunt.

Private fostering is a private arrangement made by the parent(s), (or those with parental responsibility) for someone to care for their child because they are unable to do so (permanently or temporarily). This may be due to a number of reasons such as parental ill health, a parent going abroad or in to prison, a child being brought to the UK to study English or the relationship between the child and parent has broken down.

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

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

### **32.23 CHILD on CHILD ABUSE - ALLEGATIONS OF ABUSE MADE AGAINST OTHER CHILDREN**

At our school we believe that all children have a right to attend and learn in a safe environment. Children should be free from harm by adults and other students.

We recognise that some pupils will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the School's Behaviour Policy.

## **Safeguarding Concerns and Allegations**

All staff will be aware that children can abuse other children (often referred to as child-on-child abuse). And that it can happen both inside and outside of school or college and online. It is important that all staff recognise the indicators and signs of child-on-child abuse and know how to identify it and respond to reports.

It is important to remember that child-on-child abuse does not occur in a vacuum. It occurs in a society where there are structures and norms that shape young people's views, experiences and behaviour, as well as responses to them. Consequently, there are different issues of gender that will need to be considered when responding to safeguarding concerns and allegations made against pupils by others in the school, which are of a safeguarding nature.

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys. (see section 4.4)

Safeguarding issues raised in this way may include, but may not be limited to:

- bullying (including cyberbullying, prejudice-based and discriminatory bullying)
- abuse in intimate personal relationships between peers
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence);
- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse; See [Sexual Violence and Sexual Harassment Between Children in Schools](#) for guidance on identification, dealing and reporting.
- 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
- consensual and non-consensual sharing of nudes and semi nudes images and or videos (also known as sexting or youth produced sexual imagery); Government guidance provides [searching screening and confiscation advice for schools](#). The UK Council for Child Internet Safety (UKCCIS) Education Group has published advice for schools and colleges on [responding to sexting incidents](#)
- upskirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm; (see Annex A KCSIE 2021) This has been a criminal offence since April 2019.
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

The allegation:

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

### **Examples of Safeguarding Issues against a Pupil could include:**

#### Physical Abuse

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

#### Emotional Abuse

- blackmail or extortion
- threats and intimidation

#### Sexual Abuse

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

### Sexual Exploitation

- encouraging other children to attend inappropriate parties
- photographing or videoing other children performing indecent acts

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

## Child on Child Sexual Violence and Sexual Harassment

Current guidance (September 2021) on managing reports of the above have been published to support schools and can be found [here](#).

Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. All staff working with children are advised to maintain an attitude of **'it could happen here'**.

Whilst any report of sexual violence or sexual harassment should be taken seriously, staff should be aware it is more likely that girls will be the victims of sexual violence and sexual harassment and more likely it will be perpetrated by boys.

The [guidance](#) provides effective safeguarding practice and principles for schools and colleges to consider in their decision making process, Windlesham will follow these guidance fully.

[Sexual Violence and Sexual Harassment Between Children in Schools](#) contains further detailed information on:

- what sexual violence and sexual harassment constitutes,
- important context to be aware of, including; what is consent, power imbalances, and developmental stages,
- harmful sexual behaviour (HSB), including that a child displaying HSB may be an indication that they are a victim of abuse themselves,
- related legal responsibilities for schools,
- advice on a whole school or college approach to preventing peer-on-peer sexual violence and sexual harassment, and
- more detailed advice on responding to reports of sexual violence and sexual harassment, including safeguarding and supporting both the victim(s) and alleged perpetrator(s)

Staff will be aware of the importance of:

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

Children who are victims of sexual violence and sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect

their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school.

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.

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

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

### **The response to report of Sexual Violence or harassment.**

As with any disclosure the initial it is vital victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is important to emphasise that the law is there to protect them rather than criminalise them.

### **Risk Assessment (RA's)**

When there has been a report of sexual violence, the designated safeguarding lead (or a deputy) should make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis.

The risk and needs assessment should consider:

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

RA's should be recorded via ENGAGE and kept under review as a working document. The DSL should ensure they are engaging with children's social care and specialist services.

### **What to Consider**

The designated safeguarding lead (or a deputy) is likely to have the complete safeguarding picture be the most appropriate starting point. Important considerations may include:

- the wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered



- the nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour
- the ages of the children involved
- the developmental stages of the children involved
- any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- if the alleged incident is a one-off or a sustained pattern of abuse
- the importance of understanding intra-familial harms and consider support for other siblings.
- are there ongoing risks to the victim, other children, or school staff
- other related issues and wider context. Contextual safeguarding is discussed at paragraph 5.5.

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

### **Options to Manage the Report**

Each case will be considered on a case-by-case basis. However, as per general safeguarding principles, this does not and should not stop the school taking immediate action to safeguard their children, where required. There are four likely scenarios for schools to consider when managing any reports of sexual violence and/or sexual harassment.

1. Manage internally
2. Early help
3. Referrals to children's social care
4. Reporting to the police

The school will follow the guidance laid out in the [Part 5: Child on Child sexual violence and sexual harassment](#).

It is important that the school remain part of the discussions with the statutory safeguarding partners as the report progresses through the system where viable and appropriate.

### **Child on Child Abuse: Minimising the Risk of Safeguarding Concerns towards Pupils from other Pupils**

We will provide a developmentally appropriate PSHE syllabus which develops pupils' understanding of acceptable behaviour and keeping themselves safe.

Have systems in place for any pupil to raise concerns with staff, knowing they will be listened to, believed, (not dismissed as banter) and valued.

The school will support the pupils involved any incident, some of the suggested strategies utilised the same approach as are outlined in the School's Anti-Bullying Policy (October 2017).

Pupil/s will be supported based on the needs of the individual situation

#### **Pupils making an allegation – we will help them to:**

- Take steps to feel safe again
- Encourage them to nominate a safe adult that they can refer to
- Rebuild confidence and resilience
- Utilise and build up stronger friendship bonds and wider support networks

- Offer support both in house and external where required

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

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

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

### **What to do?**

When an allegation is made by a pupil against another pupil, members of staff will consider whether the complaint raises a behavioural or safeguarding concern and recorded as appropriate.

If there is a safeguarding concern the Designated Safeguarding Lead should be informed.

The Designated Safeguarding Lead should make a FDFF referral, as appropriate.

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

### **Contextual Safeguarding**

Safeguarding incidents and/or behaviours can be associated with factors outside the school or college and/or can occur between children outside the school.

All staff, but especially the designated safeguarding lead (or deputy DSL) should be considering the context within which such incidents and/or behaviours occur.

This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

Children's social care assessments should consider such factors so it is important that schools and colleges provide as much information as possible as part of the referral process. This will allow any assessment to consider all the available evidence and the full context of any abuse. Additional information regarding contextual safeguarding is available here: [Contextual Safeguarding](#).

### **The Use of 'Reasonable Force' in Schools**

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.

At Windlesham we follow the guidelines laid out in '[Use of reasonable force in schools](#)' (July 2013)

### **Children's Services Threshold Document**

The Children's Services Threshold Document has been developed so that everyone working with children in Brighton and Hove has a common language for understanding the needs and risks surrounding children and their families.

For example, if the school has concerns about a child and needs advice or support from the FDF, they will use the Threshold Document as a guide to understand the school's concerns and provide advice about what to do or to decide whether the child and family need social care involvement. The Threshold Document does not replace professional judgement, but it is intended to support decision-making and discussions between services and practitioners.

It is important that staff members are familiar with the Threshold Document, which can be accessed at <https://www.bhscp.org.uk/documents/brighton-hove-helping-children-and-families-threshold-document/>

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

### **The Threshold Document Identifies Four Levels of Need**

#### Level 1:

- children who are achieving expected outcomes
- their needs are met by their parents and by accessing universal services such as health and education
- they do not have additional needs

#### Level 2:

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

#### Level 3:

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

#### Level 4:

- children with acute needs, including those in need of protection
- children and parents need multi-agency responses which include specialist intervention from Children's Social Work Services through the family assessment process

- 5.5 By referring to the Threshold Document, the school can identify when assessment and support for a child and family need 'stepping up' to a referral to Social Work Services and when the needs of a child and their family have been reduced enough for them to be 'stepped down' to early help services.

### 33 WHAT ACTION TO TAKE IF YOU HAVE CONCERNS ABOUT A CHILD

Staff member	What action to take if you have concerns
Any member of staff, governor, volunteer, contractor or activity provider	<ul style="list-style-type: none"> <li><b>ALWAYS</b> discuss your concerns with the Designated Safeguarding Lead (Mrs Sinead Kiernan) or in her absence, with one of the Deputies <b>as soon as possible, before the child leaves for the day</b>. It is important that the child is not sent home at the end of the day without taking the right protective action.</li> <li>Complete the <b>child protection incident/welfare concern</b> on ENGAGE including the DSL &amp; Deputies. (If necessary the skin map and attach it to the Engage report See Appendix)</li> </ul> <p>Once this information has been received the options include:</p> <ul style="list-style-type: none"> <li>managing any support for the child internally</li> <li>early help assessment</li> <li>a referral to statutory services</li> </ul> <ul style="list-style-type: none"> <li>If the Designated Safeguarding Lead or their Deputy is not available, you should contact the FDFF yourself to gain advice. Any member of staff is able to make a direct referral to FDFF. Inform the Designated Safeguarding Lead about what actions you have taken.</li> </ul>
Designated Child Protection Teacher (DSL)	<p><b>You are concerned that the child is at risk of significant harm (Level 4 Threshold Document)</b></p> <ul style="list-style-type: none"> <li>Contact the FDFF immediately.</li> <li>If you believe that the child is in immediate danger, or you suspect a crime has been committed, you must also contact the police immediately.</li> </ul>
	<p><b>You believe the child is not at risk of significant harm, but the child or their family may need support (Level 2 or 3 Threshold Document)</b></p> <ul style="list-style-type: none"> <li>Use the Threshold Document to identify the level of need.</li> <li>Discuss your concerns with senior colleagues in another agency, if necessary.</li> <li>If your consultation results in the decision that the child and family are in need of help at Level 2 or 3 of the Threshold Document, provide additional support in the school and/or refer the child or their family to other agencies providing <b>early help services</b>.</li> </ul>

	<ul style="list-style-type: none"> <li>Record all your consultations and decision-making on the <b>child protection incident/welfare concern form</b> sent by the staff member who contacted you originally. Update the chronology and add referral letters and forms to the child's file; create a stand-alone file, if one does not exist. Continue to update the file, including the chronology, as work progresses.</li> </ul>
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## 34 DEALING WITH A DISCLOSURE MADE BY A CHILD – ADVICE FOR ALL MEMBERS OF STAFF

- 34.1 If a child discloses that he or she has been abused in some way, the member of staff or volunteer should follow this guidance.
- Listen to what is being said without displaying shock or disbelief.
  - Only ask questions when necessary to clarify, and without suggesting what the answer might be.
  - Accept what is being said.
  - Allow the child to talk freely – do not put words in the child's mouth.
  - Reassure the child that what has happened is not his or her fault and it will be taken seriously
  - Do not make promises that you may not be able to keep.
  - Do not promise confidentiality – it may be necessary to refer the child to Children's Social Care.
  - Stress that it was the right thing to tell.
  - Do not criticise the alleged perpetrator.
  - Explain what has to be done next and who has to be told.
  - Inform the Designated Safeguarding Lead without delay
  - Complete the child protection incident/welfare concern form and pass it to the Designated Safeguarding Lead.
  - Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the Designated Safeguarding Lead.
  - All staff should be aware that children may not feel ready or know how to tell someone that they are being abused, exploited, or neglected, and/or they may not recognise their experiences as harmful. For example, children may feel embarrassed, humiliated, or being threatened. This could be due to their vulnerability, disability and/or sexual orientation or language barriers. This should not prevent staff from having a professional curiosity and speaking to the DSL if they have concerns about a child.

## 35 DISCUSSING CONCERNS WITH THE FAMILY AND THE CHILD – ADVICE FOR THE DESIGNATED SAFEGUARDING LEAD

- 35.1 In general, you should always discuss any concerns the school may have with the child's parents/carers. They need to know that you are worried about their child. However, you should not discuss your concerns if you believe that this would place the child at greater risk or lead to loss of evidence for a police investigation. A written record of this meeting will be added to the safeguarding file on ENGAGE.
- 35.2 **If you make a decision not to discuss your concerns with the child's parents or carers** this must be recorded in the child's child protection file with a full explanation for your decision.

- 35.3 **It is important to consider the child's wishes and feelings**, if age appropriate, as part of planning what action to take in relation to concerns about their welfare.
- 35.4 When talking to children, you should take account of their age, understanding and preferred language, which may not be English. It is also important to consider how a disabled child may need support in communicating.
- 35.5 How you talk to a child will also depend on the substance and seriousness of the concerns. You may need to seek advice from the FDFF or the police to ensure that neither the safety of the child nor any subsequent investigation is jeopardised.
- 35.6 If concerns have arisen as a result of information given by a child, it is important to reassure the child but not to promise confidentiality.
- 35.7 **It is expected that you discuss your concerns with the parents before making a referral to the FDFF, unless you consider that this would place the child at increased risk of significant harm.**
- 8.8 Parents will ultimately be made aware of which organisation made the referral.

## **36 EARLY HELP FOR CHILDREN AND FAMILIES**

- 36.1 Most parents can look after their children without the need of help other than from their family or friends. However, some parents may need additional help from our school or other services such as the NHS. Providing help early is more effective in promoting the welfare of children than reacting later.
- 36.2 The school lead by the DSL and Deputies will work together with other agencies to provide a coordinated offer of early help, in line with *Working Together to Safeguard Children July 2018* and local guidance, to any child who needs it.
- 36.3 We will pool our knowledge within the school and with other agencies about which families or children need additional support in a range of ways so that we can work out how best to help them. We will use the Threshold Document to identify what level of need the child or their family has.
- 36.4 We will work closely with targeted early help services, via the Early Help Hub, and Children's Social Work Services if we feel families need more support and input, or children are at risk of harm, and we will continue to provide support if other services are also needed.
- 36.5 Early help support is accessed by making an Early Help Referral. Consent for this will need to be gained from the family first wherever possible to ensure a prompt response, in some cases this is not required.
- 36.6 Our school will work with other services in early help planning and coordination of interventions to meet young peoples and families.

## **37 FDFF RESPONSES TO CONCERNS ABOUT A CHILD**

- 37.1 Once Children's Social Work Services has accepted our referral as needing a social-care-led response (Level 4 of the Threshold Document), a senior social work practitioner and their

manager will evaluate the concerns to identify the sources and levels of risk and to agree what protective action may be necessary within one working day.

- 37.2 The evaluation of concerns and risks involve deciding whether:
- the child needs immediate protection and urgent action is necessary; or
  - there is reasonable cause to suspect the child is suffering, or likely to suffer, significant harm, and whether enquiries must be made and the child assessed under section 47
  - the child is in need and should be assessed under section 17 of the Children Act 1989.
  - any services are required by the child and the family and what type of services
  - further specialist assessments are required in order to help the local authority to decide what further action to take.
- 37.3 We will cooperate with Children's Social Work Services and the police in any emergency action they take using their legal powers for immediate protection of the child. This may involve removing the child from their home.
- 37.4 We will participate in any multi-agency discussions (strategy discussions), if invited to do so, and share information about the child and their family to plan the response to concerns.
- 37.5 We will share information about the child and their family for section 47 enquiries and family assessments undertaken by Children's Social Work Services.
- 37.6 We will ensure that a relevant staff member participates in all initial and review child protection conferences, if we are invited to attend. The staff member will work together with other agencies to discuss the need for and agree to an outcome-focused child protection plan and will ensure that the child's wishes and views are considered in their own right in planning.
- 37.7 If we are members of the core group to implement a child protection plan, we will ensure a relevant staff member participates in all core group meetings.
- 37.8 We will ensure that we complete all actions allocated to us as part of the outcome-focused plan, whether a child protection plan or a family support plan, in a timely way.
- 37.9 We will continue to monitor children once their plans are ended to ensure that they are supported and kept safe.

## **38 INFORMATION SHARING AND CONSENT**

- 38.1 It is essential that people working with children can confidently share information as part of their day-to-day work. This is necessary not only to safeguard and protect children from harm but also to work together to support families to improve outcomes for all.
- 38.2 The school may have to share information about parents or carers, such as their medical history, disability or substance misuse issues, for investigations of child abuse carried out by Children's Social Work Services.
- 38.3 We will proactively seek out information as well as sharing it. This means checking with other professionals whether they have information that helps us to be as well informed as possible when working to support children.

- 38.4 The Data Protection Act 1998 is not a barrier to sharing information. It is there to ensure that personal information is managed in a sensible way and that a balance is struck between a person's privacy and public protection.
- 38.5 We should be sharing any concerns we have with parents at an early stage, unless this would put a child at greater risk or compromise an investigation. Parents need to know what our responsibilities are for safeguarding and protecting children and that this involves sharing information about them with other professionals.
- 38.6 Be clear about the purpose of sharing confidential information and only share as much as you need to achieve your purpose.
- 38.7 Try to get consent from parents (or the child, if they have sufficient understanding) to share information, if possible. However, **you do not need consent if you have serious concerns about a child's safety and well-being.**
- 38.8 **Consent is not necessary** in cases where Children's Social Work Services are making child protection enquiries under section 47 of the Children Act 1989. Information needs to be shared with Children's Social Work Services; staff members must make sure to record what information has been shared.
- 38.9 **Consent is necessary**, for:
- Children's Social Work Services investigations or assessments of concerns under section 17 of the Children Act 1989. Children's Social Care will assume that we have obtained consent from the parents to share information unless we make them aware that there is a specific issue about consent. This must be discussed with a social worker in the FDFF.
  - Early Help Assessments. Assessments are undertaken with the agreement of the child and their parents or carers.
- 38.10 If you are in any doubt about the need for seeking consent, get advice from the Designated Safeguarding Lead.
- 38.11 Keep a record of your decision to share information, with or without consent, and the reasons for it. Remember also that it is just as important to keep a record of why you decided not to share information as why you did so.

## **39 RECORD KEEPING**

- 39.1 Good record keeping is an important part of the school's accountability to children and their families and will help us in meeting our key responsibility to respond appropriately to welfare concerns about children.
- 39.2 Records should be factual, accurate, relevant, up to date and auditable. They should support monitoring, risk assessment and planning for children and enable informed and timely decisions about appropriate action to take.
- 39.3 The Designated Safeguarding Lead will ensure that records are maintained appropriately for children with safeguarding concerns and that stand-alone files are created and maintained in line with requirements of the above guidance.



## 40 PROFESSIONAL CHALLENGE AND DISAGREEMENTS

- 40.1 Working with children and families, and in particular child protection work, is stressful and complex, as well as involving uncertainty and strong feelings. To ensure that the best decisions are made for children, we need to be able to challenge one another's practice.
- 40.2 We will promote a culture within our school that enables all staff members to raise, without fear of repercussions, any concerns they may have about the management of child protection in the school. This may include raising concerns about decisions, action and inaction by colleagues about individual children. If necessary, staff members will speak with the Designated Safeguarding Lead, the head teacher, the chair of governors or with the Local Authority Designated Officer.
- 40.3 Cooperation across agencies is crucial; professionals need to work together, using their skills and experience, to make a robust contribution to safeguarding children and promoting their welfare within the framework of discussions, meetings, conferences and case management.
- 40.4 If there are any professional disagreements with practitioners from other agencies, the Designated Safeguarding Lead or the head teacher will raise concerns with the relevant agency's safeguarding lead in line with guidance in the [\*Pan-Sussex Child Protection and Safeguarding Procedures\*](#).
- 40.5 If the school disagrees with the child protection conference chair's decision, the Designated Safeguarding Lead or the head teacher will consider whether they wish to challenge it further and raise the matter with Children's Services Head of Safeguarding.

## 41 SAFER RECRUITMENT

- 41.1 Our school has robust recruitment and vetting procedures to help deter, reject or identify people who might abuse children are laid out in the school policy 'Safe Recruitment and Single Central Register Policy') These which are in line with those stipulated within *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2023*
- 41.2 The governing body and SLT must act reasonably in making decisions about the suitability of the prospective employee based on checks and evidence, including criminal record checks (Disclosure and Barring Service (DBS) checks), barred list checks and prohibition checks, together with references and interview information. Dependent on the role that is being offered and the duties involved will determine the level of DBS certification required and whether a check for any prohibition, direction, sanction, or restriction is also required.
- 41.3 Our job advertisements and application packs make explicit reference to the school's commitment to safeguarding children, including compliance with disclosure and barring regulations and clear statements in the job description and person specification about the staff member's safeguarding responsibilities.
- 41.4 All staff members, including volunteers, who have contact with children, young people and families will have appropriate pre-employment checks in line with *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2023*

As the majority of staff will be engaging in regulated activity, an enhanced DBS certificate which includes barred list information, will be required for most appointments. In summary, a person will be considered to be engaging in regulated activity if, as a result of their work, they:

- will be responsible, on a regular basis in the school, for teaching, training instructing, caring for or supervising children; or
- will carry out paid, or unsupervised unpaid, work regularly in the school where that work provides an opportunity for contact with children; or
- engage in intimate or personal care or overnight activity, even if this happens only once

For all other staff who have an opportunity for regular contact with children who are not engaging in regulated activity, an enhanced DBS certificate, which does not include a barred list check, will be appropriate.

In the school, a **supervised** volunteer who regularly teaches or looks after children is not in regulated activity. The government has published [statutory guidance](#) on how this should be regulated. However, in some cases the school may choose to carry out an enhanced DBS check.

- 41.5 School governors are required to have an enhanced DBS check completed. This does not include a barred list check (unless in addition to their governance duties they also engage in regulated activity), we recommend that schools contact The Teaching Regulation Agency (TRA) Teacher Services to check if a person they propose to recruit as a governor is barred as a result of being subject to a section 128 direction.
- 41.6 For those engaged in management roles an additional check is required to ensure they are not prohibited under section 128 provisions. A section 128 direction will show on an enhanced DBS check with barred list information, provided that 'children's workforce independent schools' is specified in the parameters for the barred list check.  
Schools must ensure that a candidate to be employed to carry out teaching work is not subject to a prohibition order issued by the Secretary of State or any sanction or restriction imposed (that remains current) by the GTCE before its abolition in March 2012
- 41.7 Checks for all prohibitions, sanctions and restrictions can be carried out by logging onto the Secure Access Portal via the [Teacher Services' web](#) page.
- 41.8 Where appropriate, all staff members who have contact with children and young people, aged 8 years old and under, have an obligation to inform the headteacher as soon as possible if you are arrested (even if no action is taken against you) or you are subsequently cautioned or convicted in connection with any offence.  
(See the Staff Handbook 2018 for further details)
- 41.9 An online search of shortlisted candidates will be carried out and those candidates must be told that this will happen.
- 41.9 At least one member on every short listing and interview panel will have completed safer recruitment training.
- 41.10 In the first instance the bursar is responsible for ensuring that our single central record of pre-employment checks is accurate and up to date. This is monitored by the Head, the governor for Safeguarding and Child Protection and the Chair of Governors.

Teaching work': a definition is provided in The Teachers' Disciplinary (England) Regulations 2012 and cited at paragraph 234 in the ISI Regulatory Handbook. The school will judge each appointment on a case-by-case basis to determine whether the role includes 'teaching work'.

These procedures apply to all adults who may undertake a regulated activity (unsupervised) with the children in either a paid or voluntary capacity and any other staff where KCSIE requires checks to be undertaken. The school will verify that child protection checks and procedures listed above have been successfully undertaken for all staff employed by another organisation and who work with the school's pupils either at the school or on another site. This applies, for example, to staff at a swimming pool or an outward bound activity centre and to visiting staff running activities or undertaking sports coaching, even where such staff are paid directly by the parents.

It is the responsibility of those who work or volunteer at the school, or with the school's pupils at a different venue, to inform the head immediately if, during the time of their engagement with the school, their circumstances change in such a way that they become disqualified from working in childcare, prohibited from teaching or in any other way barred from working with children.

## **42 Allegations of Abuse made against/Concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors.**

New guidance laid out in [KCSIE 2023 Part 4](#) has explicitly outlined the procedures for dealing with allegations of abuse, these will be adhered to in the event of an allegation against teachers, supply teachers and any other staff at Windlesham.

There are two sections covering the two levels of allegation/concern:

1. Allegations that may meet the harms threshold
2. Allegations/concerns that do not meet the harms threshold – referred to for the purposes of this guidance as ‘low level concerns’
- 3.

### **SECTION ONE: ALLEGATIONS THAT MAY MEET THE HARMS THRESHOLD**

This part of the guidance is about managing cases of allegations that might indicate a person would pose a risk of harm if they continue to work in their present position, or in any capacity with children in the school. This guidance should be followed where it is alleged that anyone working in the school that provides education for children under 18 years of age, including supply teachers, volunteers and contractors has:

- behaved in a way that has harmed a child, or may have harmed a child and/or;
- possibly committed a criminal offence against or related to a child and/or;
- behaved towards a child or children in a way that indicates he or she may pose a risk of harm to children; and/or
- behaved or may have behaved in a way that indicates they may not be suitable to work with children. (this may relate to behaviour that may have happened outside of school that therefore may make the individual unsuitable)

Where appropriate an assessment of transferable risk to children with whom the person works should be undertaken. If in doubt seek advice from the local authority designated officer (LADO).

A case manager should lead any investigation, which will normally be the Headteacher. If the Headteacher is the subject of an allegation, then the Chair of Governors would be asked to lead.

Refer to [KCSIE 2023 Part 4](#) for the full outline of procedures which must be adhered to.

### **SECTION TWO: CONCERNS THAT DO NOT MEET THE HARM THRESHOLD**

Concerns may arise in several ways and from a number of sources. For example: suspicion; complaint; or disclosure made by a child, parent or other adult within or outside of the organisation; or as a result of vetting checks undertaken. It is important that school have appropriate policies and processes in place to manage and record any such concerns and take appropriate action to safeguard children.

#### **Low Level Concerns**

As part of their whole school approach to safeguarding, schools should ensure that they promote an open and transparent culture in which all concerns about all adults working in or

on behalf of the school (including supply teachers, volunteers and contractors) are dealt with promptly and appropriately.

Creating a culture in which all concerns about adults (including allegations that do not meet the harms threshold) are shared responsibly and with the right person, recorded and dealt with appropriately, is critical. If implemented correctly, this should encourage an open and transparent culture; enable schools and colleges to identify concerning, problematic or inappropriate behaviour early; minimise the risk of abuse; and ensure that adults working in or on behalf of the school or college are clear about professional boundaries and act within these boundaries, and in accordance with the ethos and values of the institution.

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 set out at paragraph

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.

Examples of such behaviour could include, but are not limited to:

- being over friendly with children;
- having favourites;
- taking photographs of children on their mobile phone;
- engaging with a child on a one-to-one basis in a secluded area or behind a closed door; or,
- using inappropriate sexualised, intimidating or offensive language.

Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse.

It is crucial that any such concerns, including those which do not meet the harm threshold, are shared responsibly and with the right person, and recorded and dealt with appropriately.

Low-level concerns are shared initially with the DSL or with the Headteacher. The Headteacher should be the ultimate decision maker in respect of all low-level concerns, although it is recognised that depending on the nature of some low-level concerns and/or the role of the DSL in some schools, the Headteacher may wish to consult with the DSL and take a more collaborative decision making approach.

Low-level concerns which are shared about supply staff and contractors should be notified to their employers, so that any potential patterns of inappropriate behaviour can be identified. If schools and colleges are in any doubt as to whether the information which has been shared about a member of staff as a low-level concern in fact meets the harm threshold, they should consult with their LADO.

Ensuring they are dealt with effectively should also protect those working in or on behalf of schools and colleges from potential false allegations or misunderstandings.

### **Staff Code of Conduct (Staff Handbook) and Safeguarding Policies**

The governing body and senior leadership team should ensure their staff code of conduct/staff handbook, behaviour policies and safeguarding policies and procedures are implemented

effectively, and ensure appropriate action is taken in a timely manner to safeguard children and facilitate a whole school or college approach to dealing with any concerns.

We can promote these objectives by:

- ensuring their staff are clear about what appropriate behaviour is, and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others;
- empowering staff to share any low-level safeguarding concerns; (ANNEX 3)
- addressing unprofessional behaviour and supporting the individual to correct it at an early stage;
- providing a responsive, sensitive and proportionate handling of such concerns when they are raised; and,
- helping identify any weakness in the school safeguarding system (approach DH/or Head)

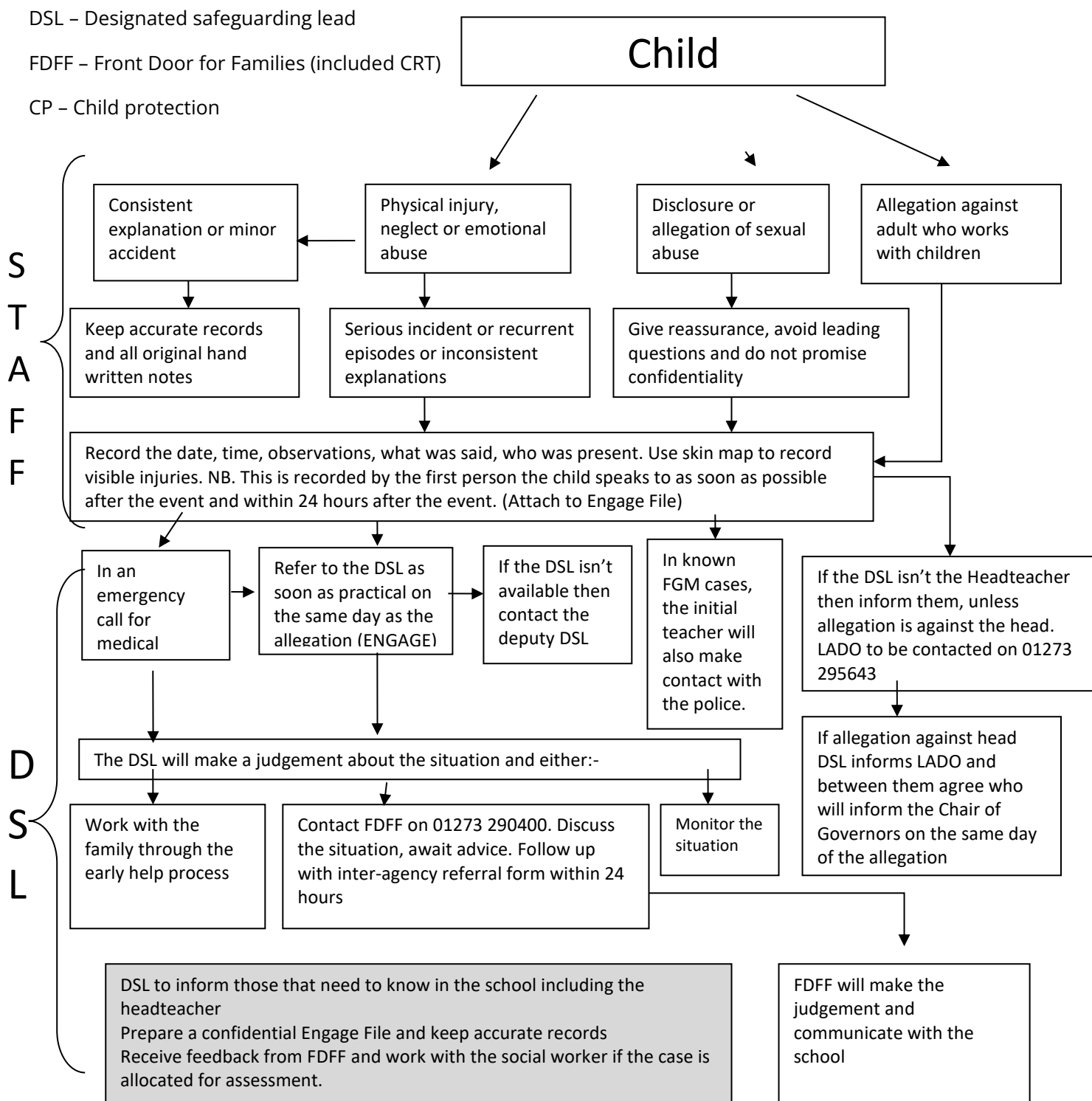
### **Sharing low-level concerns**

Low-level concerns about a member of staff, supply staff, volunteer or contractor should be reported to the DSL or a member of SLT via the normal safeguarding system on Engage. Reports about supply staff and contractors should be notified to their employers, so any potential patterns of inappropriate behaviour can be identified.

All low-level concerns should be recorded in writing. The record should include details of the concern, the context in which the concern arose, and action taken. The name of the individual sharing their concerns should also be noted, if the individual wishes to remain anonymous then that should be respected as far as reasonably possible.

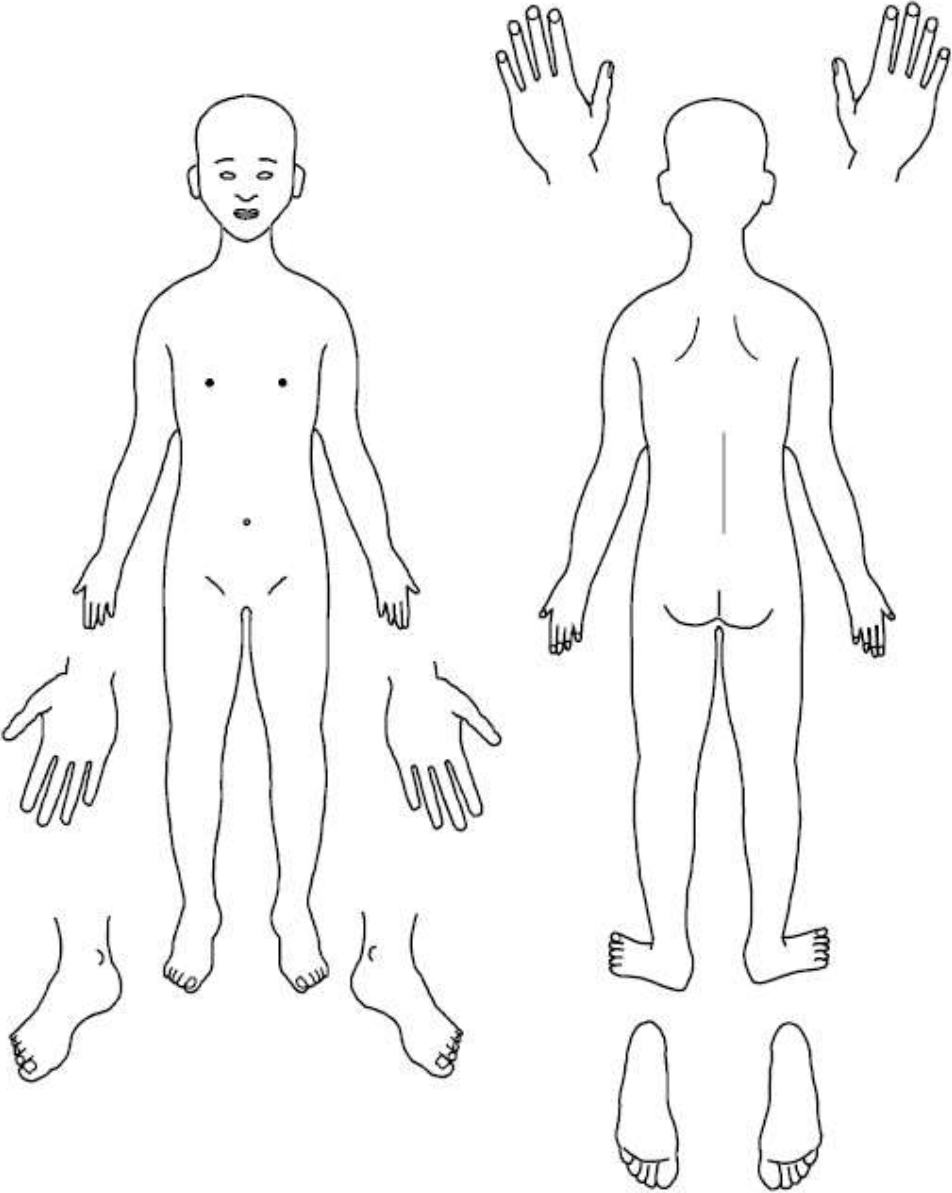
## Appendix 1

### Flowchart for Child Protection Procedures



Appendix 2

Skin Map



Name of Child: \_\_\_\_\_

Date of birth: \_\_\_\_\_ Date of recording: \_\_\_\_\_

Name of completer: \_\_\_\_\_





Any additional information:

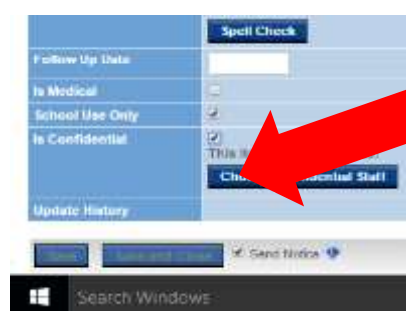
## Appendix 3

### How to Raise a Safeguarding Concern (including Online Safety Concern) – August 2021

1. Open Engage, Daybook Entry
2. Click 'Add New Entry' and select 'Incident'
3. Select pupil and move across into 'selected Pupil Recipients' box.
4. In the drop down menu of Incident Type, select 'Safeguarding Concern'
5. Your name and date should already be in the boxes – just add the time
6. In the details box outline the main points of information:

**When did this occur? Where did this occur? Who is involved? What happened?**

7. Add any linked pupils
8. Then CLICK the CONFIDENTIAL BOX



It will give you the option to select the staff that this is sent to

9. Select the staff (current list at the bottom on this sheet) and move across into the 'Selected Staff Recipients' and press 'OK'.

*(You can create a Distribution List which will save you time in the future.)*

*Click 'Create Distribution List' move staff across, name it 'Safeguarding Staff' and then click 'OK' A current list of Safeguarding key staff will appear and transfer them into the 'Selected Staff Recipients' and Press 'Ok')*



10. Ensure that the 'Send Notice' box is ticked
11. Press Save
12. You are then able to attach any photographs or notes

Please note that this will no longer be visible to you but you will receive and acknowledgment from the member of staff that deals concern the **same day**.

Staff to include: **Pupil Safeguarding** – Mrs S. Kiernan, Mr D Leggett Mrs R. Older (EYFS)

**Allegations about staff:** Mrs S. Kiernan & Mr D Leggett

**Allegations about the SLT :** Mr Graham Rowlands-Hempel  
[governors@windlesham.school.co.uk](mailto:governors@windlesham.school.co.uk)

## Appendix 4

### **Briefing Sheet for Temporary and Supply Staff**

#### **For supply staff and those on short contracts in Windlesham School**

While working in Windlesham School, you have a duty of care towards the children/pupils/students here. This means that at all times you should act in a way that is consistent with their safety and welfare.

In addition, if at any time you have a concern about a child or young person, particularly if you think they may be at risk of abuse or neglect, it is your responsibility to share that concern with the school designated safeguarding lead (DSL), who is *Mrs Sinead Kiernan*, and can be found on telephone extension 224 or email [safeguarding@windlesham.school.co.uk](mailto:safeguarding@windlesham.school.co.uk)

This is not an exhaustive list but you may have become concerned as a result of:

- observing a physical injury, which you think may have been non-accidental
- observing something in the appearance of a child or young person which suggests they are not being sufficiently well cared for
- observing behavior that leads you to be concerned about a child or young person
- a child or young person telling you that they have been subjected to some form of abuse

In any of the circumstances listed here, you must write down what you saw or heard, date and sign your account, and give it to the DSL. This may be the beginning of a legal process – it is important to understand that legal action against a perpetrator can be seriously damaged by any suggestion that the child has been led in any way.

If a child talks to you about abuse, you should follow these guidelines:

- Rather than directly questioning the child, just listen and be supportive
- Never stop a child who is freely recalling significant events, but don't push the child to tell you more than they wish
- Make it clear that you may need to pass on information to staff in other agencies who may be able to help – do not promise confidentiality. You are obliged to share any information relating to abuse or neglect
- Write an account of the conversation immediately, as close to verbatim as possible. Put the date and timings on it, and mention anyone else who was present. Then sign it, and give your record to the designated person/child protection officer, who should contact children's social care if appropriate

The school has a policy on safeguarding children and young people which you can find, together with the local procedures to be followed by all staff, available from reception.

**Remember, if you have a concern, discuss it with the DSL.**

## Appendix 5

### Brook Sexual Behaviours Traffic Light Tool

#### Behaviours: age 0 to 5

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

What is a green behaviour?	What is an amber behaviour?	What is a red behaviour?
<p>Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability. They are reflective of natural curiosity, experimentation, consensual activities and positive choices</p> <p><b>What can you do?</b></p> <p>Green behaviours provide opportunities to give positive feedback and additional information.</p> <p><b>Green behaviours</b></p> <ul style="list-style-type: none"> <li>• holding or playing with own genitals</li> <li>• attempting to touch or curiosity about other children's genitals</li> </ul>	<p>Amber behaviours have the potential to be outside of safe and healthy behaviour. They may be</p> <p>of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.</p> <p><b>What can you do?</b></p> <p>Amber behaviours signal the need to take notice and gather information to assess the appropriate action.</p> <p><b>Amber behaviours</b></p> <ul style="list-style-type: none"> <li>• preoccupation with adult sexual</li> <li>• behaviour</li> </ul>	<p>Red behaviours are outside of safe and healthy behaviour. They may be excessive, secretive, compulsive, coercive, degrading or threatening and involving significant age, developmental, or power differences. They may pose a concern due to the activity type, frequency, duration or the context in which they occur</p> <p><b>What can you do?</b></p> <p>Red behaviours indicate a need for immediate intervention and action.</p> <p><b>Red behaviours</b></p> <ul style="list-style-type: none"> <li>• persistently touching the genitals of other children</li> <li>• persistent attempts to touch the genitals of adults</li> </ul>

This is intended to be used as a guide only. Please refer to the guidance tool at <https://www.brook.org.uk/our-work/the-sexual-behaviours-traffic-light-tool> for further information

Print date: 01/10/2015 - Brook has taken every care to ensure that the information contained in this publication is accurate and up-to-date at the time of being published. As information and knowledge is constantly changing, readers are strongly advised to use this information for up to one month from print date. Brook accepts no responsibility for difficulties that may arise as a result of an individual acting on the advice and recommendations it contains.

<ul style="list-style-type: none"> <li>• attempting to touch or curiosity about breasts, bottoms or genitals of adults</li> <li>• games e.g. mummies and daddies,</li> <li>• doctors and nurses</li> <li>• enjoying nakedness</li> <li>• interest in body parts and what they do</li> <li>• curiosity about the differences between boys and girls</li> </ul>	<ul style="list-style-type: none"> <li>• pulling other children's pants down/skirts up/trousers down against their will</li> <li>• talking about sex using adult slang</li> <li>• preoccupation with touching the genitals of other people</li> <li>• following others into toilets or changing rooms to look at them or touch them</li> <li>• talking about sexual activities seen on TV/online</li> </ul>	<ul style="list-style-type: none"> <li>• simulation of sexual activity in play</li> <li>• sexual behaviour between young children involving penetration with objects</li> </ul> <p>forcing other children to engage in sexual play</p>
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## **Behaviours: age 5 to 9 and 9 to 13**

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

### **What is a green behaviour?**

Green behaviours reflect safe and healthy sexual development. They are displayed between children or young people of similar age or developmental ability and reflective of natural curiosity, experimentation, consensual activities and positive choices

### **What can you do?**

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

### **Green behaviours 5-9**

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

### **Green behaviours 9-13**

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same, opposite or any gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online

### **What is an amber behaviour?**

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

of potential concern due to age, or developmental differences. A potential concern due to activity type, frequency, duration or context in which they occur.

### **What can you do?**

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

### **Amber behaviours 5-9**

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

### **Amber behaviours 9-13**

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression

- need for privacy
- consensual kissing, hugging, holding hands with peers
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

## Appendix 6

### EYFS Policy for the use of cameras and mobile phones/ devices

To ensure the safety and welfare of the children in our care, this policy outlines the protocols for the use of personal mobile phones/devices and cameras in the EYFS setting at Windlesham School.

Personal mobile phones, cameras and video recording equipment cannot be used when in the presence of children on school premises including the swimming pool.

- All mobile phones must be stored securely out of reach within the setting during contact time with children. This applies to staff, visitors, parents, volunteers and students.
- No parent is permitted to use their mobile phone or use its camera facility whilst inside school buildings, in the swimming pool or around the grounds when children are present.
- Mobile phones must not be used in any teaching area within the setting or within the bathroom area.
- In the case of a personal emergency, staff will use the school telephone. It is the responsibility of all staff to make families aware of the school telephone numbers.
- Personal calls may be made in non-contact time but not within the teaching areas.
- Personal mobiles, cameras or video recorders should not be used to record classroom activities. School equipment only should be used.
- Photographs and recordings can only be transferred to and stored on a school computer/iPad or laptop before printing.
- All telephone contact with parents and carers should be made on the school telephone.
- During group outings, nominated staff will have access to the school mobile which can be used in an emergency or for contact purposes. Staff may carry their own phones in bags but they should only be used in emergencies.
- In the case of school productions and sports day, parents and carers are permitted to take photographs/video footage of their own child in accordance with school protocols but we strongly advise against the publication of any such photographs on social networking sites. Most EYFS events will be videoed / photographed by school staff and then made available to parents.

## Appendix 7

### Windlesham Remote Learning Platform & Re-opening Safeguarding

Consideration	Who this might affect?	Recommendations and Measures
<b>Remote Learning Platform</b>		
Safeguarding Annex 7	Staff	<ul style="list-style-type: none"> <li>• All staff involved in the delivery of the Remote Learning Provision (RLP) and involved in the transition phase in school from the 1/6/20 will be sent this additional Annex (7) to the school's Safeguarding Policy.</li> <li>• Each member of staff will be asked to acknowledge receipt and understanding via email to the DSL, Sinead Kiernan.</li> <li>• Annex 7 will be added to the main Safeguarding Policy and uploaded to the Engage platform accessible to all staff.</li> </ul>
Safeguarding Procedures	Staff	<ul style="list-style-type: none"> <li>• Statutory guidance remains in place. The school will continue to have regard to all current guidance, outlined below in the references.</li> <li>• Please refresh yourself with the School's Safeguarding Policy of which this Annex (7) will now become a part of for the duration of the use of the RLP and in the Re-opening transition</li> <li>• A reminder that all parts of the School's Safeguarding Policy remain in place and valid at all times</li> <li>• Safeguarding is the responsibility of us all and must be acted on immediately.</li> <li>• There will always be a DSL available</li> <li>• Reporting concerns must continue to be conducted in the same timely manner on a pupil's daybook on our Engage system, which is accessible remotely.</li> <li>• When making a Safeguarding entry, remember to check 'confidential' and 'send report' boxes for all logs entered.</li> <li>• Communications with parents are not to be set as confidential if a log is made on Engage, this may then be altered by SLT once resolved.</li> <li>• During the period of the school's use of RLP and the phased re-opening there will be a member of SLT/DSL staff on duty each day. Please contact them if you have not received an acknowledgement of your report by the close of business.</li> </ul>
The use of a technical system	Pupils, Staff	<ul style="list-style-type: none"> <li>• Microsoft Teams platform within Office 365 has been identified as a robust platform within the existing digital framework already used within school.</li> </ul>



approved by the SLT + IT manager		<ul style="list-style-type: none"> <li>• This is an extension to Office 365 already widely used within school and therefore offers greater accessibility and familiarity of interface to staff than implementing an external system.</li> <li>• Access to the Teams platform is only accessible and visible to those within a School internal login</li> <li>• These privacy settings are overseen by the ICT Manager both remotely and onsite.</li> </ul>
The use of school-registered accounts only, no personal ones	Pupils, Staff	<ul style="list-style-type: none"> <li>• The temporary creation of new emails for both staff &amp; pupils within the Windlesham domain</li> <li>• New staff emails will integrate into their existing one for the duration of the use of the RLP</li> <li>• Staff are able to continue to use their existing emails for communications with colleagues and external stakeholders.</li> <li>• This will allow access where needed without compromising normal safeguarding considerations of the use of staff emails for direct communications with pupils and parents.</li> <li>• New email accounts will only allow traffic within the Windlesham domain e.g. pupil to pupil, pupil to teacher and teacher to pupil.</li> <li>• Mail flow rules to block students sending/receiving email outside Windlesham and also blind copy emails they send each other to a shared mailbox (pupilemails@windleshamschool.co.uk)</li> <li>• The above emails of pupils can be monitored by ICT/SLT/DSL</li> <li>• These accounts will be for the use of pupils only, parents will be asked to communicate via the normal channels, namely <a href="mailto:info@windleshamschool.co.uk">info@windleshamschool.co.uk</a></li> </ul>
Use of new technologies	Pupils, Parents, Staff	<ul style="list-style-type: none"> <li>• Initial guidance issued all stakeholders via letter and guidance, 'how to videos' online, on our website.</li> <li>• Consent for access and use from pupils and parents is sought.</li> <li>• Guidelines which constitute an Acceptable User Policy to for all stakeholders.</li> <li>• Training for staff (online, in school where possible, training 'how to' documents)</li> <li>• Sessions kept brief initially to allow all participants time to adjust.</li> <li>• Extra time scheduled in between lessons to allow for change over and issues to be resolved if required.</li> <li>• Frequency of sessions spread out to allow time for evaluation of curriculum, technology and pastoral issues.</li> </ul>
Will all pupils be included in RLP?  Do pupils have access to devices and the internet?	Pupils, Parents, Staff	<ul style="list-style-type: none"> <li>• All pupils in Year 1 – 6 will have new accounts and access to the RLP</li> <li>• A comprehensive timetable of lessons will be published in advance to pupils and parents.</li> <li>• The school will encourage pupils to be ready 5 minutes ahead of the scheduled lesson with any materials needed.</li> <li>• In the initial information/guidance, parents will be asked to inform us if they are unable to provide working environments for their children. This may be more problematic for families with multiple siblings across</li> </ul>

		<p>different year groups. The school will attempt to resolve issues on a case by case basis if required.</p> <ul style="list-style-type: none"> <li>• Live lessons are recorded and can be replayed at a later date.</li> <li>• Each pupil will be invited (allocated via the platform by ICT or Staff) to the lesson with the appropriate teacher at the scheduled time.</li> <li>• The use of the 'Call' application within Teams will be discouraged as it does not have the function to be recorded. (staff training information)</li> <li>• The use of Zoom within Teams is also discouraged without consultation with SLT.</li> <li>• We will encourage all pupils to login into the form times, again we may need to modify the timetable as we progress into the programme to enable access for all pupils.</li> <li>• Recorded lessons will be stored in Stream section of Microsoft cloud storage for the school's online Office365 Education plan</li> </ul>
Do pupils and staff have a safe and appropriate place from which to access online lessons?	Pupils, Parents, Staff	<ul style="list-style-type: none"> <li>• In guidance to parents and pupils the school recommends that pupils work in a family room e.g. not in individual bedrooms.</li> <li>• We have also suggested that adults are on hand but do not interrupt the lessons.</li> <li>• Pupils in larger family environments may find the use of headphones useful.</li> <li>• Pupils and staff will be appropriately attired for the lessons, as should anyone else present.</li> <li>• Staff need to ensure that their backgrounds are neutral, removing personal items and/or using the facility to blur the background that exists in Teams. (info in training notes)</li> <li>• Staff to carry out recordings in a quiet area free from interruptions, shut the door and put a sign up.</li> </ul>
Are we able to monitor who accesses the lessons?	Pupils, Staff	<ul style="list-style-type: none"> <li>• The ICT Technician/Director of T&amp;L have allocated pupils to the appropriate year groups lessons and SLT/DSL are able to monitor by joining classes.</li> <li>• An electronic log of those logging into lessons is available via Teams</li> <li>• We recommend that staff also make a note of those joining late and leaving early, it may need to be referred to at a later date.</li> </ul>
What about vulnerable children with SEND or CP plans?	Pupils, Parents, Staff	<ul style="list-style-type: none"> <li>• Parents may need to assist their children in logging into the system initially.</li> <li>• Staff, please familiarise yourself with those pupils in your class that have either SEND or may be on the school's vulnerable pupil list.</li> <li>• An easy access list by Year group and initials is attached below. (omitted if published on the school's website)</li> <li>• Please do not have this information on your screen while conducting a lesson, if you share your screen.</li> </ul>

		<ul style="list-style-type: none"> <li>• If some pupils do have technical issues, please continue with your lesson as the schedule doesn't allow for lesson slots to run over.</li> <li>• All live lessons are recorded for access via the platform at a later time.</li> <li>• When taking part in an online lesson, pupils will be asked to have their microphone on mute to enable all pupils equal access.</li> <li>• Pupils can be invited to contribute at the request of the teacher.</li> <li>• Staff to make resources available before the lessons where possible. Either by email or through Sharepoint or the assignments function.</li> <li>• The DSL will continue working closely with external children's support services and may ask staff working with vulnerable pupils for updates or dial in to observe these pupils as part of welfare checks.</li> <li>•</li> </ul>
Considerations of staff accessing pupil details remotely.	Staff	<ul style="list-style-type: none"> <li>• Staff will continue to be able to access the School's system online remotely.</li> <li>• Individual details should not be downloaded onto staff's personal devices.</li> <li>• Please use the quick look version provided below of SEND and vulnerable pupils within your classes.</li> <li>• Whilst schools and colleges must continue to have appropriate regard to data protection and GDPR they do not prevent the sharing of information for the purposes of keeping children safe. Therefore, staff are able to continue to access these details for the above purposes remotely.</li> <li>• Further advice about information sharing can be found at paragraphs <a href="#">KCISE 2022</a>.</li> </ul>
Lesson commencement and mistaken starts	Staff	<ul style="list-style-type: none"> <li>• All lessons will be scheduled into the digital framework of the platform.</li> <li>• Pupils will only be able to login to a live session at the allocated time.</li> <li>• The member of staff will be the 'admin' that commences the lesson.</li> </ul>
Staffing of sessions	Staff	<ul style="list-style-type: none"> <li>• Staff are aware of the timetable of lessons in advance and should plan accordingly and be ready in a few minutes in advance of lessons to login.</li> <li>• Team teaching online is encouraged where possible e.g. across year groups.</li> <li>• A member of SLT/DSL will be online and available during lessons and will be able to drop into sessions as required. If you need to contact SLT please do so via Engage but if urgent phone the Deputy DSL and follow up with Engage entry.</li> <li>• Staff are advised not participate with any 1:1 sessions with pupils or parents</li> <li>• Please keep to your lesson slot, if further sessions are required please discuss with SLT first before mentioning to pupils.</li> </ul>
Issues arising during the course of	Pupils, Parents, Staff	<ul style="list-style-type: none"> <li>• Pupils are able to send emails to staff via the new email system.</li> <li>• Parents email into school via <a href="mailto:info@windlesham.school.co.uk">info@windlesham.school.co.uk</a></li> </ul>

delivery and use of RLP		<ul style="list-style-type: none"> <li>Staff please refer issues relating to technology to John/JSPC, pastoral/safeguarding to the Deputy and curriculum to Director of T&amp;L via email thus enabling a log to be kept.</li> </ul>
The use of 'Chat' facilities during lessons	Pupils, Staff	<ul style="list-style-type: none"> <li>During a lesson, pupils have been asked to keep their microphones on mute unless invited to contribute by the class teacher.</li> <li>To ask questions there is the ability to use the 'Chat' facility within Teams to enable pupils to submit an answer to a question or raise a question. This can be filtered and monitored by the member of staff taking the lesson</li> <li>This chat application is for the purposes of the participating in the lesson only – teachers will be able to 'mute' pupils if needed. (staff training docs)</li> <li>An in-app messaging policy has been created with private chat disabled and applied to the pupil accounts so they shouldn't see the Chat or New chat icons in Teams. Pupil to pupil or teacher to pupil chats have been disabled.</li> <li>The timely use of plenaries will enable a member of staff to answer pertinent questions as they arise or refer back to them in future lessons as appropriate.</li> </ul>
Avoid 1:1 online sessions	Pupils, Parents, Staff	<ul style="list-style-type: none"> <li>Please avoid all 1:1 sessions with pupils or parents.</li> <li>If a parent requests to communicate with you, please refer them to normal channels of email to info@.</li> <li>If a meeting needs to be facilitated, it will be conducted with the approval and attendance of SLT.</li> </ul>
<p>Maintaining contact with Families (telephone)</p> <p>Continuing after 1/6 for those pupils in Years 2-5</p>	Pupils, Parents, Staff	<ul style="list-style-type: none"> <li>It should be clear that these communications are part of planned activity by the school.</li> <li>Staff will not be revealing personal information to parents or children and they should not be storing personal contact details of parents or children.</li> <li>Calls wherever possible to be made from the school phones while onsite.</li> <li>If you use your own phone you must mask your caller ID, please do not make these calls until you know how to do this for your own particular model.</li> <li>As these calls are made on behalf of the school, keep a record of when and who you spoke to. Ideally, record this on Engage under 'Communications with Parents'.</li> <li>The school will inform parents to anticipate calls without a number ID.</li> <li>This should be a conversation with the parents not the children.</li> <li>Inform the Head's PA if you are made aware of a telephone number change so numbers are accurate.</li> <li>In some cases, we may need to talk to children, please consult SLT first and then extra considerations are to be on speaker and an adult remains present.</li> </ul>
The use of screenshots or snippets of	Pupils, Parents, staff	<ul style="list-style-type: none"> <li>All live lessons are recorded for access via the platform at a later time.</li> <li>Windlesham's online lessons are designed to be streamed only and not downloaded onto pupils' and parents' devices.</li> </ul>

lessons found external to the Windlesham domain eg. On the internet.

- Parents and pupils' guidance clearly sets out that screenshots or recording is not appropriate, nor would be the onwards sharing of this material to social media or other platforms.
- The school may continue to use the images in line with our normal considerations on in the newsletter and social media where we have the parental permission to do so.

Possible incidents Child on Child abuse online	Pupils, Parents, Staff	<ul style="list-style-type: none"> <li>• Staff are asked to refresh their knowledge from the School's Safeguarding Policy guidelines on dealing with Peer-on-Peer abuse.</li> <li>• Report any issues via the normal avenue via the pupil's daybook entry on Engage in a timely manner.</li> <li>• Staff are asked to take a screenshot of the communication and add to the daybook entry, or if that is not possible please make a note of the lesson in which the incident took place and the time.</li> <li>• If the information is sent by pupils via the email system, please forward to Head/Deputy</li> <li>• If the information is sent into school by parents via info@ please forward to Head/Deputy.</li> </ul>
Managing allegations against staff.	Staff	<ul style="list-style-type: none"> <li>• Staff are asked to refresh their knowledge from the School's Safeguarding Policy guidelines in dealing with managing allegations against staff.</li> <li>• Anyone who has concerns about, or has received an allegation about, the behaviour of a staff member needs to report the concerns immediately to the Deputy Head or Head teacher.</li> <li>• In the absence of the Head teacher or the Deputy, or if the Head teacher is the subject of the allegation, concerns must be reported to the Chair of governors, Mr Graham Rowlands-Hempel on <a href="mailto:governors@windleshamschool.co.uk">governors@windleshamschool.co.uk</a></li> <li>• If both the Head teacher and the Chair of governors are absent, the allegation needs to be reported to the Local Authority Designated Officer (LADO) at <a href="mailto:ladoenquiries@brightonhove.gov.uk">ladoenquiries@brightonhove.gov.uk</a>.</li> <li>• Where it is believed that a child is at risk, contact Front Door for Families on 01273 290400 or email <a href="mailto:FrontDoorforFamilies@brighton-hove.gov.uk">FrontDoorforFamilies@brighton-hove.gov.uk</a> Website: <a href="https://www.brighton-hove.gov.uk/frontdoorforfamilies">https://www.brighton-hove.gov.uk/frontdoorforfamilies</a> For urgent matters outside of office hours, at weekends and on public holidays contact 01273 335905.</li> </ul>

## Re-opening of the school site to more pupils

Attendance	Pupils, Staff	<ul style="list-style-type: none"> <li>• No one with symptoms should attend the school setting for any reason.</li> <li>• No one who has a family member within their household with symptoms should attend the school setting for a period of 14 days.</li> <li>• Please refer to the School's COVID –19 Risk Assessment for further details on dealing potential cases in school.</li> <li>• Families should continue to notify their school as normal if their child is unable to attend so that staff can explore the reason with them and address potential barriers together</li> <li>• Schools should continue to inform social workers where children with a social worker do not attend. (DSL will continue to liaise with SS)</li> <li>• Schools should resume taking their in-school attendance register and continue to complete the online Educational Setting Status form which gives the Department for Education daily updates on how many children and staff are attending.</li> <li>• this does not include siblings in different year groups unless siblings are in a priority group, for example Key worker children</li> <li>• Staff absence should be reported to the Deputy in the normal manner by 07:30 if not the day before.</li> </ul>
Key worker & vulnerable children	Pupils	<ul style="list-style-type: none"> <li>• school provision must continue for those children for those in priority groups- vulnerable and those of critical workers</li> <li>• for children who have a social worker, attendance in school is expected unless their social worker decides that they are less at risk at home, For those in this category that are not returning to school the DSL will liaise with external services to ensure that they are aware of non-attendance in school.</li> <li>• Plans how KW will be accommodated alongside the returning year groups and encourage attendance are incorporated into the wider logistics of re-opening the school.</li> </ul>
Wellbeing in school	Pupils	<p>Where year groups are returning to school, we will look to:</p> <ul style="list-style-type: none"> <li>• consider their pupils' mental health and well-being, identify any pupil who may need additional support,</li> <li>• Be flexible in our approach to address pastoral or wider wellbeing support for children returning to school (for example, bereavement support via Mrs Sinead Kiernan.</li> <li>• discussion with your B&amp;H authority, what wider support services are available</li> <li>• agree on an individual approach for vulnerable children who are in school (KW children) but not in the returning year groups</li> <li>• agree an individual approach to those children who have found the long period at home hard to manage, those that have anxieties related to the virus</li> <li>• those about whom there are safeguarding concerns and may make disclosures once back in school.</li> </ul>

Amendments to daily routines and rules	Pupils, Staff	<ul style="list-style-type: none"> <li>• social bubbles rules are being developed for EYFS, Year 1 and Year 6.</li> <li>• new signage to be displayed around the school site, to help embed these along with, discussions in class, pastoral support in small groups or 1:1 within school and assemblies as required.</li> <li>• communicate those ahead of the return to school, and ask parents to explain to children to help reduce anxiety (along with pictures of your classroom)</li> <li>• staff will be informed of the changes to the environments/rules etc</li> </ul>
What if there is a confirmed case at school?	Pupils, Parents, Staff	<ul style="list-style-type: none"> <li>• Please refer to the School's COVID –19 Risk Assessment for further details on dealing potential cases in school</li> <li>• When a child, young person or staff member develops symptoms compatible with coronavirus while on school premises they should be sent home. While waiting for parents to arrive they move to the temporary medical room next to the staffroom where they will be supervised by a member of staff and then escorted out to parents at the front gate. (please see RA for H&amp;S procedures) The child will be required to self-isolate for 7 days. Their fellow household members including siblings at school should self-isolate for 14 days.</li> <li>• Where the child, young person or staff member tests negative, they can if well enough return to their setting and the fellow household members can end their self-isolation.</li> <li>• Where the child, or staff member tests positive, the rest of their class or group within their childcare or education setting should be sent home and advised to self-isolate for 14 days.</li> <li>• In the event of a positive case, PHE local team will conduct a rapid investigation + will advise the school on the most appropriate action to take. In some cases, a larger number of other children may be asked to self-isolate at home as a precautionary measure.</li> <li>• Where settings are observing guidance on infection prevention and control, which will reduce risk of transmission, closure of the whole school setting will not generally be necessary.</li> </ul>
Shielded & Clinically Vulnerable Children	Pupils	<p>Children who have been classed as clinically extremely vulnerable due to pre-existing medical conditions have been advised to shield.</p> <p>We do not expect these children to be attending school or college, and they should continue to be supported at home as much as possible via RLP and extra sessions as the need is identified.</p>
Shielded & Clinically Vulnerable Adults	Staff	<ul style="list-style-type: none"> <li>• Clinically <b>extremely</b> vulnerable individuals are advised not to work outside the home. We are strongly advising people, including education staff, who are clinically extremely vulnerable (those with serious underlying health conditions which put them at very high risk of severe illness from coronavirus and have been advised by their clinician or through a letter) to rigorously follow shielding measures in order to keep themselves safe. Staff in this position are advised not to attend work.</li> <li>• Clinically <b>vulnerable</b> individuals who are at higher risk of severe illness (for example, people with some pre-existing conditions as set out in the <a href="#">Staying at home and away from others (social distancing) guidance</a> have been advised to</li> </ul>



		take extra care in observing social distancing and should work from home where possible. (Risk assessments completed for those staff)
Staff workload and wellbeing	Staff	<ul style="list-style-type: none"> <li>• Governing boards and senior leaders should be conscious of the wellbeing of all staff, including senior leaders themselves, and the need to implement flexible working practices in a way that promotes good work-life balance and supports teachers and leaders.</li> <li>• Workload should be carefully managed and schools and colleges should assess whether staff who are having to stay at home due to health conditions are able to support remote education, while others focus on face-to-face provision.</li> <li>• Put measures in to check on staff wellbeing, staff encouraged to talk to SLT with their concerns.</li> </ul>
Whistleblowing and Complaints	Pupils, Parents, Staff	<ul style="list-style-type: none"> <li>• All parts of the School's Safeguarding Policy remain in place and valid at all times, including sections 14 Whistleblowing and Complaints, please refer to this section for the clear reporting procedures.</li> <li>• The NSPCC whistleblowing helpline number remains available on 0800 028 0285</li> </ul>

## References and other Key Policies

### Independent Schools Inspectorate

Email: [info@isi.net](mailto:info@isi.net)

Telephone: 020 7600 0100

Fax: 020 7776 8849

Address: CAP House, 9-12 Long Lane, London, EC1A 9HA

### Disclosure and Barring Service

<https://www.gov.uk/government/organisations/disclosure-and-barring-service>

Email: [dbsdspatch@dbs.gsi.gov.uk](mailto:dbsdspatch@dbs.gsi.gov.uk)

Address: DBS, PO Box 181, Darlington, DL1 9FA

Telephone: 01325 953795

### Keeping Children Safe in Education (September 2023) (KCSIE)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/1181955/Keeping\\_children\\_safe\\_in\\_education\\_2023.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/1181955/Keeping_children_safe_in_education_2023.pdf)

### Working together to safeguard children July 2018

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/729914/Working\\_Together\\_to\\_Safeguard\\_Children-2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/729914/Working_Together_to_Safeguard_Children-2018.pdf)

#### 1.1.1 Version of this guidance suitable for young people

<https://www.childrenscommissioner.gov.uk/publication/working-together-to-safeguard-children/>

#### 1.1.2 Version of this guidance suitable for younger children

<https://www.childrenscommissioner.gov.uk/publication/guide-to-keeping-children-safe/>

#### 1.1.3 What to do if you're worried a child is being abused (March 2015)

[https://www.gov.uk/government/uploads/system/uploads/attachment\\_data/file/419604/What\\_to\\_do\\_if\\_you\\_re\\_worried\\_a\\_child\\_is\\_being\\_abused.pdf](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/419604/What_to_do_if_you_re_worried_a_child_is_being_abused.pdf)

### Contact details for advice and support about extremism

LA Prevent lead, in Prevent priority areas: [Channel.Prevent@brighton-hove.gov.uk](mailto:Channel.Prevent@brighton-hove.gov.uk)

(01273) 293926. Consult with the Prevent Officer on Non-emergency police number 101 ask for ext.550543 or Email: [Channel@sussex.pnn.police.uk](mailto:Channel@sussex.pnn.police.uk)

Local police force, 101 (the non-emergency police number)

DfE dedicated telephone helpline and mailbox for non-emergency advice for staff and governors :020 7340 7264 and [counter-extremism@education.gsi.gov.uk](mailto:counter-extremism@education.gsi.gov.uk)).

Revised Prevent duty guidance for England and Wales:

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

Contact details for mandatory reporting of FGM to the police: <https://www.sussex.police.uk/advice/advice-and-information/fgm/fgm-support-organisations/>

### **DfE guidance on mental health**

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/755135/Mental\\_health\\_and\\_behaviour\\_in\\_schools\\_.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/755135/Mental_health_and_behaviour_in_schools_.pdf)

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/414908/Final\\_EHWP\\_draft\\_20\\_03\\_15.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/414908/Final_EHWP_draft_20_03_15.pdf)

### **DfE guidance on Behaviour in schools**

[Behaviour in schools Advice for headteachers and school staff September 2022](#)

### **DfE Guidance on Information Sharing**

<https://www.gov.uk/government/publications/safeguarding-practitioners-information-sharing-advice>

### **Further information on contextual safeguarding**

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

### **NSPCC Inform website**

<http://www.nspcc.org.uk/Inform>

Telephone: 0808 800 5000

Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

### **NSPCC Whistleblowing helpline**

<https://www.nspcc.org.uk/what-you-can-do/report-abuse/dedicated-helplines/whistleblowing-advice-line/>

Telephone: 0800 028 0285

Email: [help@nspcc.org.uk](mailto:help@nspcc.org.uk)

### **Guidance for safer working practice for adults who work with children and young people**

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

### **Office of the Children's Commissioner for England (OCC)**

<https://www.childrenscommissioner.gov.uk/>

Email: [advice.team@childrenscommissioner.gsi.gov.uk](mailto:advice.team@childrenscommissioner.gsi.gov.uk)

or [info.request@childrenscommissioner.gsi.gov.uk](mailto:info.request@childrenscommissioner.gsi.gov.uk)

## **Child Sexual Exploitation**

[Child sexual exploitation: definition and guide for practitioners; \[www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners\]\(http://www.gov.uk/government/publications/child-sexual-exploitation-definition-and-guide-for-practitioners\)](#)

[Child sexual exploitation: annexes; \[www.gov.uk/government/uploads/system/uploads/attachment\\\_data/file/591905/CSE\\\_Guidance\\\_Annexes\\\_13.02.2017.pdf\]\(http://www.gov.uk/government/uploads/system/uploads/attachment\_data/file/591905/CSE\_Guidance\_Annexes\_13.02.2017.pdf\)](#)

## Child on Child Abuse

### 1.1.4 DfE Guidance:

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

### 1.1.5 Advice from the UK Council for child internet safety:

Sexting: How to respond to an incident:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/647389/Overview\\_of\\_Sexting\\_Guidance.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/647389/Overview_of_Sexting_Guidance.pdf)

### 1.1.6 Sexting in schools and colleges:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/609874/6\\_2939\\_SP\\_NCA\\_Sexting\\_In\\_Schools\\_FINAL\\_Update\\_Jan17.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/609874/6_2939_SP_NCA_Sexting_In_Schools_FINAL_Update_Jan17.pdf)

### 1.1.7 NSPCC Guidance on Harmful Sexual Behaviour:

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/harmful-sexual-behaviour/>

## Home Office guidance on preventing youth violence and gang involvement

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/418131/Preventing\\_youth\\_violence\\_and\\_gang\\_involvement\\_v3\\_March2015.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/418131/Preventing_youth_violence_and_gang_involvement_v3_March2015.pdf)

## Home Office guidance on Criminal Exploitation of children and vulnerable adults: County Lines

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/741194/HOCountyLinesGuidanceSept2018.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/741194/HOCountyLinesGuidanceSept2018.pdf)

Guidance to support schools with data protection activity, including compliance with the GDPR.  
[Data Protection: toolkit for schools](#)

## Online safety

DfE advice for schools <https://www.gov.uk/government/publications/teaching-online-safety-in-schools>

UK Council for Internet Safety (UKCIS)27 guidance: [Education for a Connected World](#)  
National Crime Agency's CEOP education programme: Thinkuknow  
[Public Health England](#) Rise Above

Resources that could support schools and colleges include:

- [Be Internet Legends](#) developed by Parent Zone and Google is a free internet safety curriculum with PSHE accredited lesson plans and teaching resources for Key Stage 2 pupils
- [Disrespectnobody](#) is Home Office advice and includes resources on healthy relationships, including sexting and pornography
- [Education for a connected world](#) framework from the UK Council for Internet Safety supports the development of the curriculum and is of particular relevance to RSHE education and Computing. It is designed, however, to be usable across the curriculum and beyond (covering early years through to age 18) and to be central to a whole school or college approach to safeguarding and online safety.
- [PSHE association](#) provides guidance to schools on developing their PSHE curriculum
- [Teaching online safety in school](#) is departmental guidance outlining how schools

can ensure their pupils understand how to stay safe and behave online as part of existing curriculum requirements

- [Thinkuknow](#) is the National Crime Agency/CEOPs education programme with age specific resources
- [UK Safer Internet Centre](#) developed guidance and resources that can help with the teaching of the online safety component of the Computing Curriculum.

Gov.uk DFE publication on Safeguarding School Colleges and other providers during Covid-19  
<https://www.gov.uk/government/publications/covid-19-safeguarding-in-schools-colleges-and-other-providers/coronavirus-covid-19-safeguarding-in-schools-colleges-and-other-providers>

National Education Union – Distance teaching and learning for primary teachers  
<https://neu.org.uk/advice/coronavirus-distance-teaching-and-learning-primary-teachers>

Undertaking remote teaching safely  
<https://learning.nspcc.org.uk/news/2020/march/undertaking-remote-teaching-safely/>

UK safer internet center on safe remote learning  
<https://swgfl.org.uk/resources/safe-remote-learning/>

London Grid for learning – DFE partner for producing guidance on remote learning strategy  
<https://static.lgfl.net/LgflNet/downloads/digisafe/Safe-Lessons-by-Video-and-Livestream.pdf>

Guidance on vulnerable children and young people during Covid-19  
<https://www.gov.uk/government/publications/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people/coronavirus-covid-19-guidance-on-vulnerable-children-and-young-people>

DFE Guidance – [Coronavirus implementing protective measures in education and childcare settings](#) 11/5/20 (first published)

DFE Guidance – [Actions for education and childcare settings to prepare for wider opening from 1 June](#) 11/5/20 (first published)

DFE Guidance – [What parents and carers need to know about school's settings during the coronavirus outbreak](#) 11/5/20 (first published)

DFE Guidance – [Opening schools for more children and young people initial planning framework for schools in England](#) 12/5/20

DFE Guidance – [Planning Guidance for Primary Schools](#) 14/5/20 – non-statutory guidance  
[Sexual Violence and Sexual Harassment between children in Schools and Colleges](#)

Windlesham Schools [Relationships, Sex and Health Education](#)

Windlesham School's [PHSE policy](#)

Windlesham School's [Online Safety Policy](#)