



Policy Title: Child Protection & Safeguarding Policy

Ref No: P05

Last Reviewed: September 2017

Review: June 2018

If you wish to discuss any aspect of this policy the member of staff you should see is:

Andrew Wright, Deputy Principal - SENDCO

Key contacts

Role	Name	Contact details
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Chair of governors	Heinrich Wasels	01825 764844 [college number]
Local Authority Designated Officer (LADO)	Amanda Glover	07825 782793
Children's Social Care – for reporting concerns	Duty and Assessment Team East - Hastings and Rother	01424 724144
	Duty and Assessment Team West - Eastbourne, Lewes and Wealden	01323 747373
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SPOA (Single Point of Advice)	East Sussex team	01323 464222
Targeted early help services for children with Level 3 needs	Family Keywork Central Team	01273 335966

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Uckfield Community Technology College

Policy for Child Protection and Safeguarding

1 Introduction

1. Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.
2. Our students' welfare is our paramount concern. The governing body ensures that our college will safeguard and promote the welfare of students and work together with other agencies to ensure that our school has adequate arrangements to identify, assess and support those children who are suffering or likely to suffer harm.
3. Our college is a community and all those directly connected, staff members, governors, parents, families and students, have an essential role to play in making it safe and secure.

2 Our Ethos

- 2.1 Our college provides a caring, positive, safe and stimulating environment that promotes the social, physical, emotional, intellectual and moral development of the individual child.
- 2.2 We recognise the importance of providing an environment within our college 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.
- 2.3 We recognise that all adults within the college, including permanent and temporary staff, volunteers and governors, have a full and active part to play in protecting our students from harm.
- 2.4 We work with parents and carers to build an understanding of the college'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 college, including all permanent temporary and support staff, governors, volunteers, contractors and external service or activity providers.

3) Underpinning Values

3.1 Where there is a safeguarding issue, the College will work in accordance with the principles outlined in the Local Safeguarding Children's Board Child Protection procedures. The college works within the national guidance framework from the DfE - [Keeping Children Safe in Education \(September 2016\)](#). Every member of staff and governor has read this policy and it is referred to in all training. Every member of staff and governor is trained in our safeguarding and child protection policies every year.

- A child's welfare is paramount. Each child has a right to be protected from harm and exploitation and to have their welfare safeguarded;
- Each child is unique. Action taken will be child-centred, taking account of a child's cultural, ethnic and religious background, their gender, their sexual orientation, their individual ability and any special needs;
- On our work with our families children, parents and other carers are made aware of their responsibilities and their rights, together with advice about the power of professionals to intervene in their family circumstances;
- Each child has a right to be consulted about actions taken by others on his/her behalf. The concerns of children and their families will be listened to and due consideration given to their understanding, wishes and feelings;
- Individual family members will be involved in decisions affecting them. They will be treated with courtesy and respect and with due regard given to working with them in a spirit of partnership in safeguarding children's welfare;
- Open-mindedness and honesty guides each stage of assessment and of operational practice. The strengths of individual family members, as well as their needs, should be given due consideration;
- Personal information is usually confidential. It will only be shared with the permission of the individual concerned, unless the disclosure of confidential personal information is necessary in order to protect a child. In all circumstances, information will be confined to those people directly involved in the professional network of each individual child and on a strict "need to know" basis;
- Professionals should be aware of the effects of outside intervention upon children, upon family life and the impact and implications of what they say and do;
- Explanations by professionals to children, their families and other carers will be plainly stated and jargon-free. Unavoidable technical and professional terminology should be explained in simple terms;
- Sound professional practice is based upon positive inter-agency collaboration, evidence-based research and effective supervision and evaluation and all College staff leading safe-guarding have appropriate training to discharge these duties effectively;
- Early intervention in providing support services under Section 17 of the Children's Act (1989) is an important principle of practice in inter-agency arrangements for safeguarding the welfare of children.

3.2) Guidance on 'Whether this is a Child Protection Matter'

If staff have significant concerns about any child they should make them known to the College's Designated Safeguarding Lead Teacher who is Andrew Wright, Deputy Principal. These concerns may include:

Physical abuse:

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

Emotional abuse:

Is the emotional treatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond the child's developmental capability, as well as over-protection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious bullying, causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, though it may occur alone.

Neglect:

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

- Provide adequate food, clothing and shelter (*including exclusion from home or abandonment*)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (*including the use of inadequate care-givers*)
- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

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. The activities may involve physical contact, including penetrative (*eg rape, buggery or oral sex*) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways. Sexual abuse includes grooming a child in preparation for abuse (*including via the internet*). Sexual

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

Significant Harm:

It is not possible to rely on one absolute criterion when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the extent of the harm suffered, the context within which it occurred and its duration. It is the 'significant harm' threshold that justifies statutory intervention into family life and gives Local Authorities a duty to make enquiries to decide whether they should take action to safeguard or promote welfare of a child who is suffering or likely to suffer significant harm.

Child Sexual Exploitation (CSE):

Child sexual exploitation (CSE) is a type of sexual abuse in which children are sexually exploited for money, power or status. Children or young people may be tricked into believing they're in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability. Further details are given [here on the NSPCC website](#).

3.3) Talking To and Listening to Children

Confidentiality

Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of Child Protection. This is a complex area and involves consideration of a number of pieces of legislation. You can never guarantee confidentiality to a child as some kinds of information may need to be shared with others.

If a child chooses to disclose, you **SHOULD**:

- be accessible and receptive;
- listen carefully and uncritically at the child's pace;
- take what is said seriously;
- reassure the child that they are right to tell;
- tell the child that you must pass this information on;
- make a careful record of what was said.

The following approach to the conversation will ensure that the key facts are Gathered;

What happened?

Where did it happen?

When did it happen? (relevant if forensic recovery is relevant)

Who did it?

Pass the information on to our Designated Safeguarding (Andrew Wright) lead or his deputy as soon as possible for further follow up.

You should **NEVER**:

- take photographs or examine an injury;
- investigate or probe aiming to prove or disprove possible abuse – never ask leading questions;
- make promises to children about confidentiality or keeping 'secrets';
- assume that someone else will take the necessary action;
- jump to conclusions or react with shock, anger or horror;
- speculate or accuse anybody;
- confront another person (*adult or child*) allegedly involved;
- offer opinions about what is being said or about the persons allegedly involved;
- forget to record what you have been told or what you have said;
- fail to pass the information on to the correct person;
- ask a child to sign a written copy of the disclosure.

For children with communication difficulties or who use alternative/augmented communication systems, you may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children.

3.4) Recording and Reporting Concerns about the Safety and Welfare of a Child

All staff, volunteers and visitors have a responsibility to take prompt action if they are concerned about the safety and welfare of a student. All concerns about the safety and welfare of a student must be taken seriously. If you have any concerns you must speak with the College's Designated Safeguarding Lead Teacher who is Andrew Wright, Deputy Principal as soon as possible. If you have any concerns about a child's welfare or safety contact our DSL, email safeguarding@uckfield.college or fill in a welfare form.

Well-kept records are essential in situations where it is suspected or believed that a student may be at risk from harm.

Records should:

- state who was present, time, date and place;
- use the child's words wherever possible;
- be factual/state exactly what was said;
- differentiate clearly between fact, opinion, interpretation, observation and/or allegation;
- be written in ink and signed by the recorder.

Non-urgent or Low-Level Concerns

All concerns about a student should initiate some form of action. Concerns that are of a non-urgent or low-level nature should still be recorded. Parents or carers should be informed of the concern, **unless** informing them would put the child at risk of harm.

3.5) Protecting Yourself against Allegations of Abuse

You should seek to keep your personal contact with children under review and seek to minimise the risk of any situation arising in which misunderstandings can occur. The following sensible precautions can be taken:

- do not touch a student. Resist a comforting hug or pat on the back. There is a fine line in a student's perception of where comfort stops and harassment/assault starts;
- do not spend any time alone with a student in a room. If this is unavoidable, work in a room where there is a glass panel in the door or leave the door open;
- make sure that other adults visit the room occasionally;
- avoid working in isolation with students unless thought has been given to safeguards.
- do not make jokes about students' personalities, gender, ethnic status, appearance, family, religion, etc;
- do not give out personal mobile phone numbers or private e-mail addresses
- do not give students lifts home in your cars
- do not arrange to meet students outside of college hours
- do not chat to students on the social websites

Under the Sexual Offences Act 2003 it is a criminal offence for anyone working in an education setting to have a sexual relationship with a student even when the student is over the age of consent.

Any use of physical force or restraint against students will be carried out and documented in accordance with the relevant physical restraint policy. If it is necessary to use physical action to prevent a child from injury to themselves or others parents will be informed. Children will not be punished by any form of hitting, slapping, shaking or other degrading treatment.

3.6) Allegations of Abuse against a Professional

Children can be the victims of abuse by those who work with them in any setting. All allegations of abuse of children carried out by any staff member or volunteer should therefore be taken seriously.

If an allegation is received by the Principal or Chair of Governors the following will be taken into consideration as to whether the member of staff, volunteer or visitor:

- behaved in a way that has harmed a child, or may have harmed a student;
- possibly committed a criminal offence against or related to a student;
- behaved towards a student or students in a way that indicates s/he is unsuitable to work with children and young people.

Allegations of abuse made against staff, volunteers or visitors, whether historical or contemporary, will be dealt with by the Principal not the designated Safeguarding Lead teacher (*if the allegation is against the Head then it should be dealt with by the Chair of Governors*). The Principal or DSL will contact Education Personnel to discuss the allegation.

The fact that a member of staff offers to resign will not prevent the allegation procedure reaching a conclusion. College staff will involve other agencies in liaison with the Local Authority Designated Officer (LADO).

3.7) Recruitment, Supervision and Training for Staff

When recruiting new members of staff the College follows the guidance given in the DfES publication Safeguarding Children and Safer Recruitment in Education (*Jan 2007*). There is a rigorous interview process with appropriate vetting checks undertaken from start to finish. The College's commitment to safeguarding and promoting the welfare of children and young people is clearly identified. The College ensures that ID, Qualification Checks (*including DfE Employer Access*), and DBS (Disclosure and Barring Service) checks are carried out for adults whether paid or unpaid.

Newly appointed staff will have initial training in Child Protection as part of their induction programme and will be given a copy of this Safeguarding Policy together with:

- Child Protection Policy
- ESCC – Staff Usage of Mobile Phones in College
- Social Media Policy

3.8) E-Safety and Social Media

The growth of different electronic media in everyday life and an ever-developing variety of devices including PC's, tablets, laptops, mobile phones, webcams etc place an additional risk on our children.

Internet chat rooms, discussion forums or social networks can all be used as a means of contacting children and young people with a view to grooming them for inappropriate or abusive relationships. The anonymity of the internet allows adults, often pretending to be children, to have conversations with children and in some cases arrange to meet them.

Access to abusive images is not a 'victimless' act as it has already involved the abuse of children. The internet has become a significant tool in the distribution of indecent photographs of children and should be a concern to all those working with students at this College.

Students can engage in or be a target of bullying using a range of methods including text and instant messaging to reach their target. Mobile phones are also used to capture violent assaults of other children for circulation. The best protection is to make students aware of the dangers through curriculum teaching particularly PSCE and sex education.

Sexting or Youth Produced Sexual Imagery - is the exchange of self-generated sexually explicit images, through mobile picture messages or webcams over the internet.

Young people may also call it:

Cybersex

Sending a nudie, picture or selfie

'Sexting' is often seen as flirting by children and young people who feel that [it's a part of normal life](#).

If staff become aware of incidents of sexting parents and carers will be informed in order to protect the child. Sending explicit images via mobile devices is illegal but in almost all cases advice and guidance is the appropriate response to ensure a young person is kept safe, but other agencies will be involved (social services, TYS, WISE, police) where there is concern that the young person is at risk. Please let the Designated Safeguarding Lead or the pastoral leader know in any cases of sexting.

The latest guidance on how to follow up instances of youth produced sexual imagery is provided by the [College of Policing here](#). Resources to support school's work in this area [can be found here](#).

Protection is Prevention

Software is in place to minimise access and to highlight any person accessing inappropriate sites or information. Students are encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. *(If this results in child protection concerns the College's designated Child Protection teacher should be informed immediately).*

Clear policies outline the use of digital, video, cameras, webcams and mobile phones and students must agree to the ICT Acceptable Use Policy (*this is written into the ICT Schemes of Learning together with Student Cyber Safety*). The College employs a Teacher of ICT who is CEOP trained (*Child Exploitation and Online Protection*)

Students should **not** give out their personal details: phone numbers, home or College's address, computer passwords etc.

The Police will be involved if there is any criminal element to misuse of the internet, phones or any other form of electronic media.

3.9) Photographs and Images Published in the Media

The use of images of students in publications and the College website can be positive in the promotion of a happy and enriching learning environment, and motivating those whose achievements are recorded. There are however, potential dangers in the identification of students to an audience outside the College community. The College ensures that images used are suitable and this means that in the main, students under the age of 16 are wearing correct College uniform. Before publication, all parents of students photographed are asked for their consent and no names are identified.

When the Press take photographs, they have a legal right to name students in the published media unless the article is about an issue that involves the welfare of a child.

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 students at the school.
- 4.2 Under section 10 of the Children Act 2004, all maintained schools, further education colleges and independent schools, including free schools and academies, are required to cooperate with the local authority to improve the well-being of children in the local authority area.
- 4.3 Under section 14B of the Children Act 2004, the Local Safeguarding Children Board can require a school or further education institution to supply information in order to perform its functions. This must be complied with.
- 4.4 This policy and the accompanying procedure 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, March 2015*
 - [Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2016.](#)
 - [Pan-Sussex Child Protection and Safeguarding Procedures](#)

5 Roles and Responsibilities

- 5.1 The school's designated child protection lead (DSL) **is Andrew Wright**. We have a deputy **DSL (David Burren)**. The DSL's responsibilities are described in Appendix A. Andrew Wright is on our school's leadership team and his role as DSL is explicit in his job description.
- 5.2 The school has a nominated governor responsible for safeguarding to champion good practice, to liaise with the Principal and to provide information and reports to the governing body. Our governor with responsibility for Child Protection **is Paul Stephens**.
- 5.3 The case manager for dealing with allegations of abuse made against school staff members is the Principal. The case manager for dealing with allegations against the Principal is the chair of governors. The procedure for managing allegations is detailed in Appendix B.
- 5.4 Our Principal, Hugh Hennebry, ensures 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. All members of staff, volunteers and governors are trained in our child protection and safe-guarding procedures every year and records of this training are kept.
- 5.5 The governing body is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the college's ethos and reflected in the college's day-to-day practice.
- 5.6 All staff members, governors, volunteers and external providers know how to recognise signs and symptoms of abuse (annual training is provided for all staff with regular updates through the year), how to respond to students who disclose abuse and what to do if they are concerned about a child.

6 Supporting Children

- 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 college 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 Our college will support all students by:
- ensuring the content of the curriculum includes social and emotional aspects of learning;
 - 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;

- providing students 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 hate incidents, e.g. racist, homophobic, transphobia or gender- or disability-based bullying, are considered under child protection procedures;
- liaising and working together with other support services and those agencies involved in safeguarding children; and
- monitoring children who have been identified as having welfare or protection concerns and providing appropriate support.

7 Child Protection and Safeguarding Procedure

- 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 B.
- 7.2 In line with the procedures, the relevant Children's Services Duty and Assessment Team will be notified as soon as there is a significant concern.
- 7.3 All parents and carers are made aware that Andrew Wright is our DSL, David Burren, the deputy DSL and this information is clearly displayed around the college.
- 7.4 All parents and carers are aware of the responsibilities of staff members to safeguard and promote the welfare of children by publishing the policy and procedures on our website and by referring to them in our introductory school materials.

8 Record Keeping

- 8.1 All child protection and welfare concerns will be recorded and kept in line with the East Sussex Local Safeguarding Children Board guidance [Keeping Child Protection and Welfare Concerns: Guidance for Early Years Settings, Schools and Colleges January 2014](#).

9 Safer Workforce and Managing Allegations against Staff and Volunteers

- 9.1 We prevent people who pose risks to children from working in our school by ensuring that all individuals working in any capacity at our school have been subjected to safeguarding checks in line with the statutory guidance *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, March 2015*.
- 9.2 We ensure that agencies and third parties supplying staff provide us evidence that they have made the appropriate level of safeguarding checks on individuals working in our school.
- 9.3 Every job description and person specification has a clear statement about the safeguarding responsibilities of the post holder.

- 9.4 We have a procedure in place to handle allegations against members of staff and volunteers in line with [*Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2016.*](#) This procedure is detailed in Appendix B.

10 Staff Induction, Training and Development

- 10.1 All new members of staff, including newly-qualified teachers and teaching assistants, will be given induction that includes basic child protection training on how to recognise signs of abuse, how to respond to any concerns, e-safety and familiarisation with the safeguarding and child protection policy, staff code of conduct, Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, Part One, March 2015 and other related policies.
- 10.2 The induction will be proportionate to staff members' roles and responsibilities and will include, at a minimum, the online child protection training provided by the East Sussex Local Safeguarding Children Board. This training can be accessed from [Czone](https://czone.eastsussex.gov.uk/partnerships/trust/workingtogether/childprotection/training/Pages/main.aspx) at <https://czone.eastsussex.gov.uk/partnerships/trust/workingtogether/childprotection/training/Pages/main.aspx>
- 10.3 Andrew Wright undergoes updated child protection training every year. The DSL's last training occurred on January 12th 2017, with the Deputy DSL receiving his full child protection training in May 2017..
- 10.4 All staff members of the school undergo safeguarding and child protection training (whole-school training) which is updated annually. All governors undergo governor specific online awareness training at least every two years.
- 10.5 Staff members who miss the whole-school training will be required to undertake other relevant training to make up for it, e.g. by joining another school's whole-school training.
- 10.6 The nominated governor for safeguarding and child protection has undergone live Governor Services training prior to or soon after appointment to the role; this training will be updated annually.
- 10.7 The school maintains accurate records of staff induction and training.

11 Confidentiality, Consent and Information Sharing

- 11.1 All matters relating to child protection are confidential.
- 11.2 Hugh Henneby (our Principal) or Andrew Wright will disclose any information about a pupil to other members of staff on a need-to-know basis only.
- 11.3 All staff members must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being.
- 11.4 All staff members have a professional responsibility to share information with other agencies in order to safeguard children.
- 11.5 All our staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children's welfare.
- 11.6 We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when

information can be shared without consent. This is covered in greater detail in Appendix B.

17 Policy Review

- 17.1 This policy and the procedures will be reviewed twice every academic year. All other linked policies will be reviewed in line with the policy review cycle. This policy was reviewed on Monday 28 August 2017.
- 17.2 Andrew Wright will ensure that staff members are made aware of any amendments to policies and procedures.

18 Linked Policies and Procedures

- 18.1 The following policies and procedures are relevant for the child protection and safeguarding policy and procedure.
- Administration of Medicines Policy
 - Anti-Bullying Policy
 - Attendance Policy
 - Behaviour Policy
 - Children Missing from Education Policy and Procedures
 - Complaints procedure
 - Drug and Alcohol Education Policy
 - E-safety Policy
 - Equalities Policy
 - Keeping Records of Child Protection and Welfare Concerns: Guidance for Early Years Settings, Schools and Colleges
 - Health and Safety Policy and other linked policies and risk assessments
 - ICT Acceptable Use Policy
 - Offsite Activities and Educational Visits Policy and risk assessments
 - Physical Education and Sports Guidance
 - Positive Handling and Physical Intervention Policy and Guidance
 - Premises Inspection Checklist
 - PSHEe Policy
 - Pupil Images Policy
 - Recruitment and Selection Policy and procedures
 - Teachers' Standards, Department for Education guidance available on [GOV.UK website](http://gov.uk)
 - Sex and Relationship Education Policy
 - Social Media Policy
 - Special Educational Needs and Disabilities Policy
 - Spiritual, Moral, Social and Cultural Development Policy
 - Staff code of conduct/behaviour policy
 - Work Experience Handbook

APPENDIX A

THE ROLE OF THE DESIGNATED SAFEGUARDING LEAD

1 Managing Referrals

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

2 Record Keeping

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

3 Inter-Agency Working And Information Sharing

- 3.1 Cooperate with Children's Social Care for enquiries under section 47 of the Children Act 1989. Section 47 places a duty on LAs to investigate and make inquiries into the circumstances of children considered to be at risk of 'significant harm' and, where these inquiries indicate the need, to decide what action, if any, it may need to take to safeguard and promote the child's welfare. The investigation will form a core assessment, which is an in-depth assessment of the nature of the child's needs and the capacity of his or her parents to meet those needs within the wider family and community context.
- 3.2 Attend, or ensure other relevant staff members attend, child protection conferences,

core group meetings and other multi-agency meetings, as required.

- 3.3 Liaise with other agencies working with the child, share information as appropriate and contribute to assessments.

4 Training

- 4.1 Undertake appropriate training, **annually**, in order to
- be able to recognise signs of abuse and how to respond to them, including special circumstances such as child sexual exploitation, female genital mutilation, fabricated or induced illness (see chapter 8 of the [Pan-Sussex Child Protection and Safeguarding Procedures](#));
 - understand the assessment process for providing early help and intervention, e.g. the East Sussex Safeguarding Children Continuum of Need guidance and tools and the early help planning processes;
 - have a working knowledge of how the local authority conducts initial, and review, child protection case conferences and contribute effectively to these; and
 - be alert to the specific needs of children in need (as specified in section 17 of the Children Act 1989), those with special educational needs, pregnant teenagers and young carers.
- 4.2 Ensure each member of staff has access to and understands the school's safeguarding and child protection policy and procedures, including providing induction on these matters to new staff members.
- 4.3 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.
- 4.4 Link with East Sussex Local Safeguarding Children Board to identify appropriate training opportunities for relevant staff members.
- 4.5 Ensure the school allocates time and resources every year for relevant staff members to attend training.
- 4.6 Encourage and model a culture of listening to children and taking account of their wishes and feelings in any action the college takes to protect them.
- 4.7 Maintain accurate records of staff induction and training.

5 Awareness Raising

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

6 Quality Assurance

- 6.1 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).
- 6.2 Complete an audit of the school's safeguarding arrangements at frequencies specified by the East Sussex Local Safeguarding Children Board. Last audit conducted in July 2017.
- 6.3 Provide regular reports to the governing body detailing changes and reviews to policy, training undertaken by staff members and the number of children with child protection plans and other relevant data.
- 6.4 Take lead responsibility for remedying any deficiencies and weaknesses identified in child protection arrangements.

APPENDIX B

CHILD PROTECTION AND SAFEGUARDING PROCEDURE

1 Definitions

- 1.1 **Abuse**, including neglect, is a form of maltreatment. A person may abuse a child by inflicting harm or by failing to prevent harm. Children may be abused within their family, in an institutional or community setting, online, by those known to them, or, more rarely, by a stranger.
- 1.2 **Children** are any people who have not yet reached their 18th birthday; a 16-year-old, whether living independently, in further education, in the armed forces or in hospital, is a child and is entitled to the same protection and services as anyone younger.
- 1.3 **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.
- 1.4 **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.
- 1.5 **Harm** is ill treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill treatment of another.
- 1.6 **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 \(March 2015\)*](#) 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.
- 1.7 **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.'
- 1.8 For more definitions, see [*Pan-Sussex Child Protection and Safeguarding Procedures*](#).

2 Categories of Abuse

- 2.1 **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
- exploitation or corruption

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

2.2 **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.

2.3 **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.

2.4 **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.

3 Specific Safeguarding Issues

3.1 School staff members need to be aware of specific safeguarding issues and be alert to any risks. Chapter 8 of the [Pan-Sussex Child Protection and Safeguarding Procedures](#) has detailed information about specific issues such as child sexual exploitation, fabricated or induced illness, female genital mutilation, private fostering, etc., and the local procedures to respond to risks.

3.2 The government website, [GOV.UK](#), has broad government guidance on a variety of issues. The following is not a comprehensive list and staff members should search the GOV.UK website and the *Pan-Sussex Procedures* for advice on other issues.

- child sexual exploitation (CSE)
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- preventing radicalisation and the Prevent duty
- sexting
- teenage relationship abuse
- trafficking

3.3 **Further information on Child Sexual Exploitation**

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Teachers and school staff are more likely to see victims on a regular basis than almost any other professional. They will notice recurrent or prolonged absences and significant changes in behaviour. The use of the 'chronology' in the East Sussex Local Safeguarding Children's Board guidance – Keeping Records of Child Protection and Welfare Concerns: Guidance for Early Years, Schools and Colleges – will enable these patterns to be identified. They are key to identifying children at risk and raise concerns at an early stage, to potentially halt the grooming process before sexual exploitation has begun. Teachers will highlight concerns about missing children as they may be at risk of child sexual exploitation.

Due to the nature of the grooming methods used by their abusers, it is very common for children and young people who are sexually exploited not to recognise that they are being abused. Practitioners should be aware that young people particularly aged 17 and

18 may believe themselves to be acting voluntarily and will need practitioners to work with them so they can recognise that they are being sexually exploited.

As much as possible it is important that the young person is involved in decisions that are made about them.

Link to LSCB Child Sexual Exploitation procedures;

http://pansussexscb.proceduresonline.com/chapters/p_sex_exploit.html

Link to DfE 'What to do if you suspect a child is being sexually abused': This should be read in conjunction with statutory guidance

<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>

Link to DfE Statutory Guidance outlining how organisations and individuals should work together to protect young people from sexual exploitation.

<https://www.gov.uk/government/publications/safeguarding-children-and-young-people-from-sexual-exploitation-supplementary-guidance>

Attention is drawn to: The WISE project : A specialist project working with and supporting young people at risk of or experiencing sexual exploitation in East Sussex.

Contact the WISE Project on: 07793 325649

or email: wise@sussexcentralymca.org.uk

3.4 **Further information on Female Genital Mutilation**

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines referred to below. The DfE Multi-Agency Practice Guidelines, chapter 9 (page 42)

Guidelines for school, colleges and universities sets out how staff can make a difference; 'Girls who are threatened with, or who have undergone FGM may withdraw from

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

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

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

3.5 **Further information on Preventing Radicalisation**

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

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

Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the Act as partners of the panel. The relevant provisions of the Act will come into force on 12 April 2015 but many local authorities already have Channel panels set up in their area. An East Sussex Channel Panel has been set and links to information and training can be found here;

<http://intranet.escc.gov.uk/sites/ASC/StaffInfo/subject/SAAR/Pages/PREVENT.aspx>

Our annual prevent [risk assessment \(2016-17\) is here.](#)

Channel Training

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

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

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

You can complete a short general awareness course online here:

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

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

The pan Sussex Prevent describes partner's (including schools) role in the Prevent agenda:

Sharing with colleagues

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

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

<http://intranet.escc.gov.uk/sites/ASC/StaffInfo/subject/SAAR/Pages/PREVENT.aspx>

The Department for education has published The Prevent duty

Departmental advice for schools and childcare providers at:

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

3.6 **Self-harm and suicidal behaviour**

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

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

http://pansussexscb.proceduresonline.com/chapters/p_self_harm_suicidal.html

4 Recognition – What To Look For

- 4.1 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.
- 4.2 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
- 4.3 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
- 4.4 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.

5 Allegations of Abuse Made Against Other Children

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

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

- 5.2 Safeguarding allegations
- Occasionally, allegations may be made against students by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

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 students in the school
- indicates that other students may have been affected by this pupil
- indicates that young people outside the school may be affected by this pupil

5.3 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 students may attempt to recruit younger students 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.

5.4 Minimising the risk of safeguarding concerns towards students from other students

On occasion, some students will present a safeguarding risk to other students. 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 students will need an individual risk management plan to ensure that other students 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.

5.5 What to do

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

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

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

Andrew Wright will make a record of the concern, the discussion and any outcome and keep a copy in the files of both students' files.

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

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

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

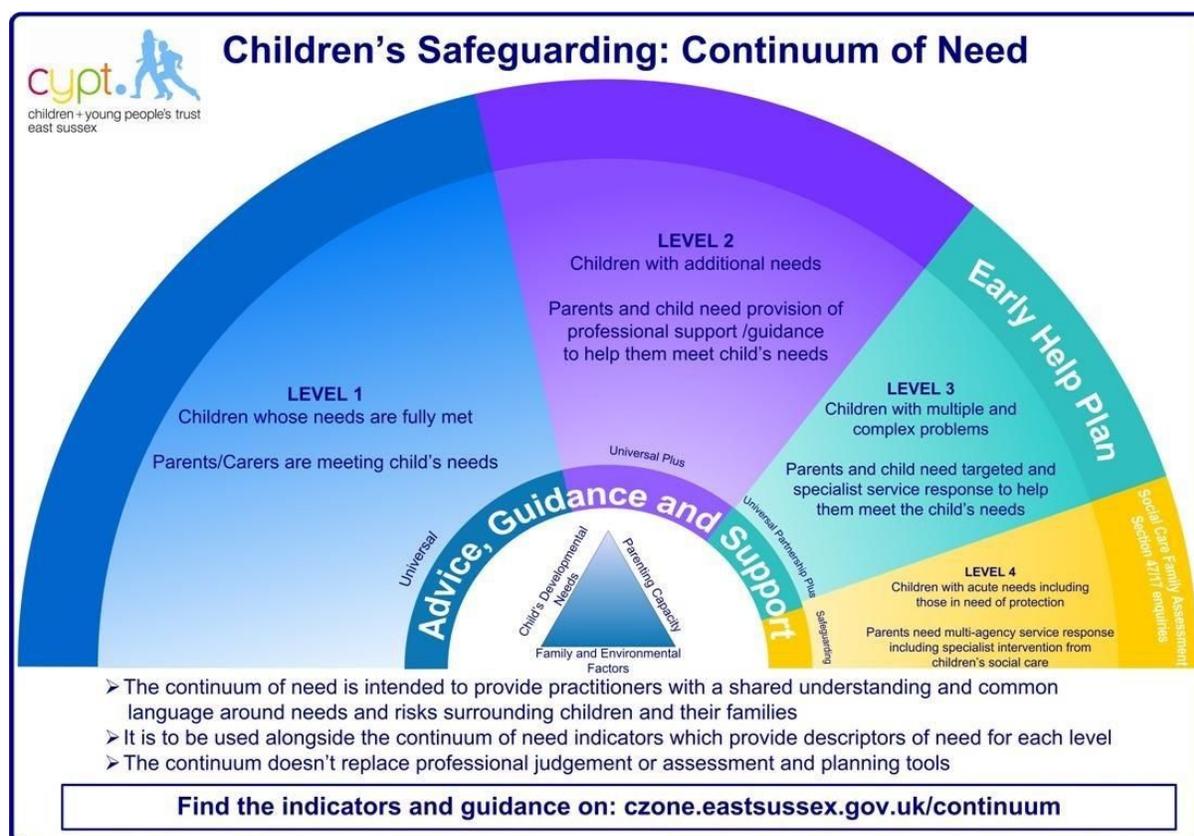
The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

6 Safeguarding Children Continuum of Need

- 6.1 The Safeguarding Children Continuum of Need has been developed so that everyone working with children in East Sussex has a common language for understanding the needs and risks surrounding children and their families.
- 6.2 For example, if the school has concerns about a child and needs advice or support from a Duty and Assessment social worker, they will use the Continuum of Need as a guide to understand the school's concerns and provide advice about what to do or to decide whether the child and family need social care involvement. The Continuum of Need does not replace professional judgement, but it is intended to support decision-making and discussions between services and practitioners.
- 6.3 It is important that staff members are familiar with the Continuum of Need tool. It comes in two parts – a windscreen tool showing levels of need (see below) and an indicator tool describing a range of conditions about the child and family that the

school (and other practitioners the school has discussions with) can use to identify their level of need.

- 6.4 The Continuum of Need tool, including the windscreen and indicators, and detailed guidance are available on [Czone](#).
- 6.5 The Continuum of Need shows that a child's or family's additional needs can be on a range from none to very high, and that needs can shift from early help to child protection and back to preventative early help. It covers children whose needs are increasing as well as children whose needs are decreasing after Children's Social Care involvement. The Continuum of Need will help practitioners to identify the right level of support for the child in the least intrusive way while keeping the child safe.



- 6.6 The Continuum of Need identifies four levels of need.
- Level 1:**
- children who are achieving expected outcomes
 - their needs are met by their parents and by accessing universal services such as health and education
 - they do not have additional needs
- Level 2:**
- children with additional needs

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

Level 3:

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

Level 4:

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

6.7 By referring to the Continuum of Need and indicators, the school can identify when assessment and support for a child and family need 'stepping up' to a referral to Social Care and when the needs of a child and their family have been reduced enough for them to be 'stepped down' to early help services.

7 What Action To Take If You Have Concerns About A Child

Staff member	What action to take if you have concerns
Any member of staff, governor, volunteer, contractor or activity provider	<ol style="list-style-type: none"> 1. Discuss your concerns with Andrew Wright, or in their absence, with the Deputy David Burren, as soon as possible, before the child leaves for the day. It is important that the child is not sent home at the end of the day without taking the right protective action. 2. Send an email to safeguarding@uckfield.college or complete a child protection incident/welfare concern form and pass it to Andrew Wright or David Burren. 3. If Andrew Wright or their deputy is not available, you should contact the Children's Social Care Duty and Assessment Team yourself for a consultation about the action you need to take. Inform Andrew Wright about your consultation and what actions you have taken.

Designated safeguarding lead	<p>1. You are concerned that the child is at risk of significant harm (Level 4 of the Continuum of need)</p> <p>1.1 Contact the relevant Duty and Assessment Team immediately.</p> <p>1.2 If you believe that the child is in immediate danger, or you suspect a crime has been committed, you must also contact the police immediately.</p> <p>1.3 If the Duty and Assessment Team accepts your contact as a referral, send them a completed statement of referral (available from the Pan-Sussex Child Protection and Safeguarding Procedures website) within 24 hours.</p> <p>1.4 The Duty and Assessment Team may decide, in discussion with you, that the child’s needs are at Level 2 or 3 of the Continuum of Need and the school is better placed to provide support. See points 2.5 and 2.6 below for further action.</p> <p>1.5 Record all your discussions and decision-making on the child protection incident/welfare concern form sent by the staff member who contacted you originally. Add it and a copy of the statement of referral to the child’s file. If the child does not have a stand-alone child protection file, you will need to create one including a front sheet. Update or start the chronology. Continue to update the child’s file and chronology as the investigation and the resulting work carry on.</p>
	<p>2. You believe the child is not at risk of significant harm, but the child or their family may need support (Level 2 or 3 of the Continuum of Need)</p> <p>2.1 Use the Continuum of Need tool to identify the level of need.</p> <p>2.2 Discuss your concerns with senior colleagues in another agency, if necessary.</p> <p>2.3 Contact the Duty and Assessment Team for a consultation, without necessarily identifying the child in question, in order to develop an understanding of the child’s needs and circumstances.</p> <p>2.4 If the Duty and Assessment Team accepts your contact as a referral for social care assessment, send them a completed statement of referral within 24 hours, as above.</p> <p>2.5 If your consultation results in the decision that the child and family are in need of help at Level 2 or 3 of the Continuum of Need, provide additional support in the school and/or refer the child or their family to other agencies providing early help services.</p>

	2.6 Record all your consultations and decision-making on the child protection incident/welfare concern form sent by the staff member who contacted you originally. Update or start the chronology and add referral letters and forms to the child's file; create a stand-alone file including a front sheet, if one does not exist. Continue to update the file, including the chronology, as work progresses.
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8 Dealing With A Disclosure Made By a Child – Advice For All Members of Staff

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

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

9 Early Help For Children and Families

9.1 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.

9.2 Our school will work together with other agencies to provide a coordinated offer of early help, in line with *Working Together to Safeguard Children 20135* and local guidance, to any child who needs it.

9.3 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 [East Sussex Safeguarding Continuum of Need tool](#) to identify what level of need the child or their family has.

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

10 Children's-Social-Care-Led Responses To Concerns About A Child

- 10.1 Once Children's Social Care has accepted our referral as needing a social-care-led response (Level 4 of the Continuum of Need), a senior social work practitioner and their manager will evaluate the concerns to identify the sources and levels of risk and to agree what protective action may be necessary.
- 10.2 The evaluation of concerns and risks involve deciding whether:
- the child needs immediate protection and urgent action is necessary; or
 - the child is suffering, or at risk of suffering, significant harm and enquiries need to be made under section 47 of the Children Act 1989; or

- the child is in need and should be assessed under section 17 of the Children Act 1989.
- 10.3 We will cooperate with Children’s Social Care and the police in any emergency action they take using their legal powers for immediate protection of the child. This may involve removing the child from their home.
- 10.4 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.
- 10.5 We will share information about the child and their family for section 47 enquiries and family assessments undertaken by Children’s Social Care.
- 10.6 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.
- 10.7 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.
- 10.8 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.
- 10.9 We will continue to monitor children once their plans are ended to ensure that they are supported and kept safe.

13 Record Keeping

- 13.1 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.
- 13.2 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.
- 13.3 All staff members, governors, volunteers, contractors and activity providers should ensure that they record and report safeguarding concerns in line with guidance from the East Sussex Local Safeguarding Children Board (LSCB) – [*Keeping Records of Child Protection and Welfare Concerns: Guidance for Early Years Settings, Schools and Colleges, January 2014.*](#)
- 13.4 Andrew Wright 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.

14 Professional Challenge And Disagreements

- 14.1 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.

- 14.2 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 Andrew Wright and the Principal, the chair of governors or with the Local Authority Designated Officer.
- 14.3 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, meeting conferences and case management.
- 14.4 If there are any professional disagreements with practitioners from other agencies, Andrew Wright or the Principal will raise concerns with the relevant agency's safeguarding lead in line with guidance in the [Pan-Sussex Child Protection and Safeguarding Procedures](#).
- 14.5 If the school disagrees with the child protection conference chair's decision, Andrew Wright or the Principal will consider whether they wish to challenge it further and raise the matter with Children's Services Head of Safeguarding.

15 Safer Recruitment

- 15.1 Our school has robust recruitment and vetting procedures to help prevent unsuitable people from working with children.
- 15.2 Our job advertisements and application packs make explicit reference to the school's commitment to safeguarding children, including compliance with the Disclosure and Barring Service (DBS) process and clear statements in the job description and person specification about the staff member's safeguarding responsibilities.
- 15.3 All staff members who have contact with children, young people and families will have appropriate pre-employment checks in line with *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, March 2015*.
- 15.4 At least one member on every short listing and interview panel will have completed safer recruitment training. The Principal is responsible for ensuring that safer recruitment training is kept up to date.
- 15.5 The Principal and the nominated governor for child protection are responsible for ensuring that our **single central record** is accurate and up to date.

Useful Link

Local Safeguarding Children Board Safeguarding Procedures
<https://czone.eastsussex.gov.uk/partnerships/lscb/pages/main.aspx>

This procedures document should also be considered within the context of other policies and documents relating to our work with children and young people. These might include, for example, documents concerning drug and alcohol abuse.

Key Documents are:

- DfES Safeguarding Children: Safer Recruitment in Education: January 2007
- Every Child Matters
- Working Together to Safeguard Children 2013
- Framework for the Assessment of Children in Need and their Families 2000
- What to do if You are Worried a Child is Being Abused
- Sussex Child Protection & Safeguarding Procedures (Produced by West Sussex, East Sussex, and Brighton & Hove Local Safeguarding Boards)
- DfE advice on 'Use of Reasonable Force' update expected Spring 2013
- Keeping Children Safe in Education September 2016

College Policies:

Anti-Bullying
Attendance
Behaviour and Achievement
Confidential Reporting (Whistle-blowing)
Child Protection
Equal Opportunities and Race Equality
E-Safety
Health & Safety
ICT – Acceptable Use Policy
Inclusion
Media Links
Medicines – Administration of
SEN/Flexible Learning
Sex Education
Social Media
Smoking & Substance Use and Abuse
Use of Force by Staff to Control or Restrain Students

Appendix C MANAGING ALLEGATIONS/CONCERNS ABOUT INDIVIDUALS WHO WORK WITH CHILDREN

