

Child Protection – Safeguarding and Welfare of Pupils Policy

Last Revision Date	August 2018
This policy is Reviewed by	Governing Body, DSL and Deputy DSL
Group	Pastoral
ISI Reference	
Next Review Date	August 2019

Tick which category this document refers to:

ISI requirement to be made available	✓
ISI requirement to be on website	✓
Internal staff only	
Internal students only	
Internal staff and students	
Statutory requirement to have on website (non ISI)	✓

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Designated Safeguarding Deputy and Lead for EYFS and Pre-Prep:	Karin Green
Lead Governor for Child Protection:	Chris Sutton
Lead Governor for Prevent:	Philippa Hoyle
Chair of Governors:	Matthew Searle
West Sussex Children’s Services - Multi-Agency Safeguarding Hub (MASH):	Tel: 01403 229900 (Out of Hours – 0330 222 6664) MASH@westsussex.gcsx.gov.uk
Local Authority Designated Officer (LADO):	0330 222 3339 (Contact MASH in first instance)



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GREAT WALSTEAD
SCHOOL

Key Link Policies:

Behaviour
Staff Code of Conduct
Whistleblowing
Anti-bullying
Health & Safety
Parental Concerns
Attendance (incorporating information on Children Missing Education)
Curriculum
PSHE
Teaching and Learning
Administration of Medicines
Drug Education
Relationships and Sex Education
Positive Handling
Intruder Policy
ICT Policies and Guidelines
Risk Assessment
Recruitment and Selection
SEND
Online Safety Pupils
Online Safety Staff Acceptable Use
Taking, Storing, Using Images of Children
Staff Induction Policy
Missing Children
Visiting Speakers



Introduction

1. Safeguarding children is everyone's responsibility at Great Walstead School. Everyone who comes into contact with children and families has a role to play. (For the purposes of this policy 'children' includes anyone under the age of 18).
2. The document 'Child Abuse and Indicators of Harm' which supports this policy and gives guidance regarding concerns that a child is being abused can be found [S:\Policies](#)
3. The purpose of this policy is to inform staff¹, parents, volunteers and governors about the school's responsibilities for safeguarding children and to enable everyone to have a clear understanding of how these responsibilities should be carried out.
4. The Governing body takes seriously its responsibility to safeguard and promote the welfare of children in its care; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support children who are, or who may be, suffering harm.
5. We recognise that all adults, including temporary staff, volunteers and governors, have a full and active part to play in protecting children from harm, and that the child's welfare is our paramount concern.
6. All staff members believe that our school should provide a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual child.
7. All staff members are advised to maintain an attitude of 'it could happen to a child we know' where safeguarding is concerned. When concerned about the welfare of a child, staff members should always act in the interests of the child.

Great Walstead School will;

8. Support the children's development in ways that will foster security, confidence and independence and make provision to teach the children how to keep themselves safe including on-line.
9. Provide an environment in which children and young people feel safe, secure, valued, respected, feel confident, and know how to approach adults if they may be worried.
10. Provide a systematic means of monitoring children known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those children.
11. Emphasise the need for good levels of communication between all members of staff and between the school and other agencies.

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

12. Have and regularly review a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
13. Develop and promote effective working relationships with other agencies, especially the Police and Children's Social Care.
14. Ensure that all adults within our school who have substantial access to children have been recruited and checked as to their suitability in accordance with Part Three of Keeping Children Safe in Education (DfE September 2018)².

It is recognised that staff working in a school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. The school will support such staff by providing an opportunity to talk through their anxieties with the Designated Safeguarding Lead and to seek further support as appropriate.

Statutory framework

The school will act in accordance with the following government legislation and guidance:

- Keeping Children Safe in Education (DfE September 2018): [Keeping children safe in education: for schools and colleges](#)
- [Disqualification under the Childcare Act 2006 \(September 2018\)](#)
- What to do if you're worried a child is being abused (March 2015)
- Working Together to Safeguard Children (September 2018) [Working together to safeguard children](#)
- Information sharing (September 2018)
- Prevent Duty Guidance: for England and Wales (July 2015)
- The Prevent duty: Departmental advice for schools and childminders (June 2015)
- The use of social media for on-line radicalisation (July 2015)
- The Children Act 1989
- The Children Act 2004
- Education Act 2002
- The Education (Child Information) (England) Regulations 2005
- The Counter-Terrorism and Security Act 2015 s. 26

Many of the above documents can be found in the following location
[S:\Child Protection Safeguarding information\201718](#)

Confidentiality

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

2

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/550511/Keeping_children_safe_in_education.pdf



2. The Designated Safeguarding Lead will disclose any child protection related information about a child to other members of staff on a need to know basis only.
3. All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
4. All staff must be aware that they cannot promise a child to keep secrets.
5. The intention to refer a child to MASH will be shared with parents/carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. **Parental consent is not required for referrals to statutory agencies.**

Responsibilities

All staff have an important role to play in supporting vulnerable children and identifying concerns early and providing help. To achieve this they will:

1. Establish and maintain an environment where children feel secure, are encouraged to talk, and are listened to.
2. Be aware of the signs of abuse and maintain an attitude of “it could happen here” with regards to child protection.
3. Ensure that children know that there are adults in the school whom they can approach if they are worried about any problems.
4. Know what to do if a child tells them they are being abused or neglected. Know how and where to record their concerns and report these to the Designated Safeguarding Lead as soon as possible.
5. If a child is in immediate danger, know how to refer the matter to MASH and/or the Police immediately.
6. Support pupils in line with their Child Protection Plan and notify the Designated Safeguarding Lead of any child on a Child Protection Plan who has an unexplained absence.
7. Actively plan opportunities within the curriculum for children to develop the skills they need to assess and manage risk appropriately and keep themselves safe.
8. Be aware of and follow the [Sussex Child Protection & Safeguarding Procedures](#), produced by West Sussex, East Sussex, and Brighton & Hove. This will include the referral process.
9. Must have read and understand Part 1 and, for school leaders and those who work directly with children, Annex A of Keeping Children Safe in Education September 2018; and be alert to signs of abuse and know to whom they should report any concerns or suspicions.
10. Participate in safeguarding training as part of their induction.
11. Receive safeguarding and child protection training and updates as required but at least annually (including Prevent, on-line safety and how to manage a report of child on child sexual

violence or sexual harassment) to provide them with relevant skills and knowledge to safeguard children.

12. Be aware that safeguarding incidents and behaviours can be associated with factors outside school and can occur between children outside school. All staff, but especially the DSL or deputy, should be considering the context within which incidents and behaviours occur. Contextual safeguarding should consider whether there are wider environmental factors present in a child's life that are a threat to their safety or welfare.
13. Ensure that they know who the Designated and Deputy Safeguarding Leads are and how to contact them.
14. Be aware of the early help process and understand their role in it. This includes identifying problems and working effectively with other agencies that provide support to pupils.
15. Refer to the Headmaster or DSL if they have concerns about another member of staff.
16. Where the concerns are about the Headmaster, this should be referred to the Chair of Governors.

Special Educational Needs & Disabilities

As a school we are aware that children with SEN and disabilities can face additional safeguarding challenges and expect all staff to recognise and challenge where appropriate;

1. assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability
2. the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs
3. communication barriers and difficulties in overcoming these barriers
4. being more prone to peer group isolation than other children

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

Staff are also aware of the particular vulnerability of children with SEN and disabilities to Peer on Peer Abuse.

Pupils who are Looked After

The school will ensure that staff have the skills, knowledge and understanding necessary to keep safe children who are looked after by a local authority. The DSL, DDSL and Headmaster are the Designated Teachers for Pupils who are looked after and ensure that a designated member of staff, such as a class teacher, form tutor or Head of Section, has responsibility for the child's welfare and educational



achievement and has up-to-date assessment information relating to each child. We will work with the Local Authority as appropriate.

Responsibilities of the Governing Body

The nominated governor for child protection in this school is:

Name: Chris Sutton

The responsibilities placed on governing bodies and proprietors include:

1. 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; a staff code of conduct policy; an on-line safety staff acceptable use policy and an on-line safety pupils policy. Safeguarding policies and procedures will be reviewed annually.
2. Putting in place appropriate safeguarding responses to children who go missing from education, particularly on repeat occasions.
3. Appointing a Designated Safeguarding Lead who is part of the senior staff team and has this recorded on their job description in line with Annex B of Keeping Children Safe in Education 2018.
4. Ensuring that any safeguarding deficiencies or weaknesses within the school are remedied without delay.
5. Ensuring that there are procedures in place to handle allegations against a member of staff. Such allegations must be referred to MASH in the first instance who then might involve the Local Authority Designated Officer (LADO).
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. Making sure all staff have been trained appropriately and that this is updated in line with guidance.
8. 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.
9. For e-learning, making sure that appropriate filters and appropriate monitoring systems are in place, safeguarding against potentially harmful and inappropriate online material.
10. Giving consideration as to how children may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.



11. Ensuring that school creates a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse children (Part Three: Safer Recruitment. Keeping Children Safe in Education, September 2018).

This includes ensuring that we take up references for each shortlisted candidate **before** interview and that at least one member of any appointing panel, including shortlisting, will have attended Safer Recruitment training.

12. The school keeping an up to date Single Central Register (SCR) of all appointments of staff and volunteers and the dates of all appropriate safeguarding checks including Disqualification by Association checks.
13. Monitoring the adequacy of resources committed to child protection, and the staff and governor training profile.
14. Ensuring that the school comply with the 'Disqualification under the Child Care Act 2006', guidance issued in September 2018.



Responsibilities of Designated Safeguarding Lead (DSL)

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

The Designated Safeguarding Lead in this school is:

NAME: Julia Sutherland

The Designated Safeguarding Lead for EYFS and Pre-Prep and Deputy Safeguarding Lead in this school is:

NAME: Karin Green

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

The Designated Safeguarding Lead will:

1. Assist the governing body in fulfilling their responsibilities under section 175 or 157 of the Education Act 2002.
2. Attend initial training for their role and refresh this every two years. They will keep their knowledge and skills updated at least annually.
3. Ensure that all staff know who the Designated Safeguarding Lead is, their role and how to make contact.
4. Ensure that all staff understand their responsibilities in relation to signs of abuse and responsibility to refer any concerns to the Designated Safeguarding Lead. In addition, the Designated Safeguarding Lead should ensure that all staff read and understand Part One and, for school leaders and those who work directly with children, Annex A of Keeping Children Safe in Education 2018 and have a record of when this was done.
5. Ensure that new staff participate in safeguarding training as part of their induction, and that all staff receive safeguarding and child protection updates as required but at least annually, to provide them with relevant skills and knowledge to safeguard children. Safeguarding Induction will include receipt of the school's Child Protection – Safeguarding and Welfare of Pupils Policy, Online Safety Policies – Online Safety Pupils and Online Safety Staff Acceptable Use of Technology and Behaviour Policy. The role and identity of the DSL and DDSL, KCSiE part one and KCSiE Annex A (as appropriate) and the school's safeguarding response to Children Missing from Education are all included in the Child Protection Policy and all new members of staff will receive a copy of the Staff Code of Conduct.
6. Is responsible for on-line safety.
7. The Designated Safeguarding Lead is expected to:

- I. Refer cases of suspected abuse to the West Sussex MASH. Where a referral is made that notes are completed that same day;
 - II. Support staff who make referrals to MASH;
 - III. Refer cases to the Channel programme where there is a radicalisation concern as required;
 - IV. Support staff who make referrals to the Channel programme;
 - V. Refer cases where a person is dismissed or left due to risk/harm to a child to the Disclosure and Barring Service as required; and
 - VI. Refer cases where a crime may have been committed to the Police as required.
8. Work with Others
- I. Liaise with the Headmaster to inform him of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
 - II. As required, liaise with the case manager and where required, the Local Authority Designated Officer, in all cases involving allegations against members of staff (both current and former members of staff).
 - III. Liaise with staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies. Act as a source of support, advice and expertise for staff.
8. Training
- I. As well as training all members of staff as above, the Designated Safeguarding Lead and deputies should undergo training to provide them with the skills required to carry out the role. This training should be updated at least every two years and should include inter-agency working and informal updates as necessary.
 - II. The Designated Safeguarding Lead and deputies should undertake Prevent awareness training.
9. The Designated Safeguarding Lead;
- I. Should be afforded time to allow them to understand and keep up with any developments relevant to their role so they:
 - II. Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments;
 - III. Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so;

- IV. Ensure each member of staff has access to and understands the school's child protection policy and procedures, especially new and part time staff;
- V. Are alert to the specific needs of children in need, those with special educational needs and disabilities and young carers;
- VI. Are able to keep detailed, accurate, secure written records of concerns and referrals; separately from the main pupil file and use these records to assess the likelihood of risk.
 - a. The written records should clearly identify details of the concerns and what action was taken. Records that are stored electronically have restricted access and are accessible only by the Headmaster, Designated and Deputy Leads;
- VII. Understand and support the school 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;
- VIII. Obtain access to resources and attend any relevant or refresher training courses; and
- IX. Encourage a culture of listening to children and taking account of their wishes and feelings, among all staff, in any measures the school may put in place to protect them.
- X. Ensure that where a pupil transfers school and is on a Child Protection Plan or is Looked After, the information is passed to the new school immediately and the child's Social Worker informed.
- XI. Act as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- XII. Ensure that either they or the Designated Deputy attends Child Protection Conferences, core groups, or other multi-agency planning meetings, contributes to assessments, and provides a report which will normally have been shared with the parents.
- XIII. Ensure that any child who is subject to a child protection plan and who is absent without explanation for two days or more is referred to their key worker's Social Care Team. In some cases any absence may be a cause for concern and warrant immediate reporting.
- XIV. Ensure the school's child protection policy is reviewed annually, the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- XV. Be responsible for making the senior leadership team aware of trends in behaviour that may affect child welfare.

Child Protection Procedures

If any member of staff has concerns about a child being in need (as opposed to a child being at risk/in immediate danger³)

1. The member of staff will report their concerns to the Designated Safeguarding Lead immediately or within 24 hours if it is not possible to do it immediately.
2. The Designated Safeguarding Lead will decide whether the concerns should be referred to Multi-Agency Safeguarding Hub (MASH). If there are grounds for actual or suspected significant harm then a referral will be made to the MASH via telephone in the first instance. If the Designated Safeguarding Lead is unsure about whether a referral is required they should contact the MASH for advice.
3. If it is decided to make a referral to the MASH this will be usually be discussed with the parents, unless to do so would place the child at further risk of harm or could impact on a police investigation (the MASH is able to provide advice on this).
4. The member of staff will make an accurate and detailed recording (which may be used in any subsequent court proceedings) as soon as possible and on the same day. The signed and dated recording must be a clear, precise, factual account of the observations. Do not add comments or opinion although observations about a child's demeanour or emotional state may be recorded.
5. The MASH will require a follow up of any phone call in writing from the referrer. The Designated Safeguarding Lead will ensure that any written referrals are made using the request for Support form available here <http://www.westsussexscb.org.uk/professionals/contacts-for-referral/> and can also be found on the West Sussex LSCB website.
6. Particular attention will be paid to the attendance and development of any child about whom the school has concerns, or who has been or is subject of a Child Protection Plan.

There is a possibility following referral to the MASH of a professional disagreement regarding the outcome or decision made by a worker from another agency. As professionals, we should always be curious about why decisions are made and question if we do not feel this is right and we should feel confident and able to challenge decision-making. We have a professional responsibility to promote the best multi-agency safeguarding practice and the process of dealing with professional differences in West Sussex can be found in the [WSSCB Escalation Policy 2017](#)

Professional differences regarding decisions relating to Children Looked After should be taken up with their Independent Reviewing Officer (IRO).

³ If a child is in immediate danger then the Police should be contacted immediately.

If a member of staff has concerns about another staff member

1. An allegation is any information which indicates that a member of staff/volunteer may have:
 - I. Behaved in a way that has, or may have harmed a child
 - II. Possibly committed a criminal offence against/related to a child
 - III. Behaved towards a child or children in a way which indicates s/he would pose a risk of harm if they work regularly or closely with children
2. This applies to any child the member of staff/volunteer has contact with in their personal, professional or community life.
3. To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in our Staff Code of Conduct Policy and Government document '*Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings*'.
<http://webarchive.nationalarchives.gov.uk/20100202100434/dcsf.gov.uk/everychildmatters/resources-and-practice/ig00311/>
4. If staff have concerns about another staff member then this should be referred to the Headmaster or Designated Safeguarding Lead. If the allegation is against the Headmaster, then the referral should be made to the chair of governors. If for any reason this causes a delay, then the MASH should be approached directly.
5. The person to whom an allegation is first reported should take the matter seriously and keep an open mind. They should not investigate or ask leading questions if seeking clarification. It is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.
6. Actions to be taken include:
 - I. making an immediate written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present.
 - II. This record should be signed, dated and immediately passed on to the DSL or Headmaster. If the allegation relates to the Headmaster it should be passed to the Chair of Governors.
 - III. The recipient of an allegation must not unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter. The DSL, Headmaster or Chair will not investigate the allegation itself, or take written or detailed statements, but will assess and decide whether to refer the concern to LADO/MASH. If there is any doubt as to whether to refer, advice should be taken from LADO/MASH. It is possible to hold an informal discussion with LADO/MASH without naming the individuals concerned if this is felt appropriate. Staff may contact the LADO directly if they wish.

7. If there are concerns that a child is at risk the matter must be immediately reported to LADO/MASH.
8. The school will report to the Disclosure & Barring Service (DBS) at www.gov.uk/dbs within one month of any person leaving the school (whether employed, contracted, a volunteer or student) whose services are no longer used because he or she have caused harm or posed a risk of harm to a child. The School will also consider making a referral to the Teaching Regulation Agency (TRA) where a teacher has been dismissed (or would have been) and a prohibition order may be appropriate. Further information is given on the TRA website.

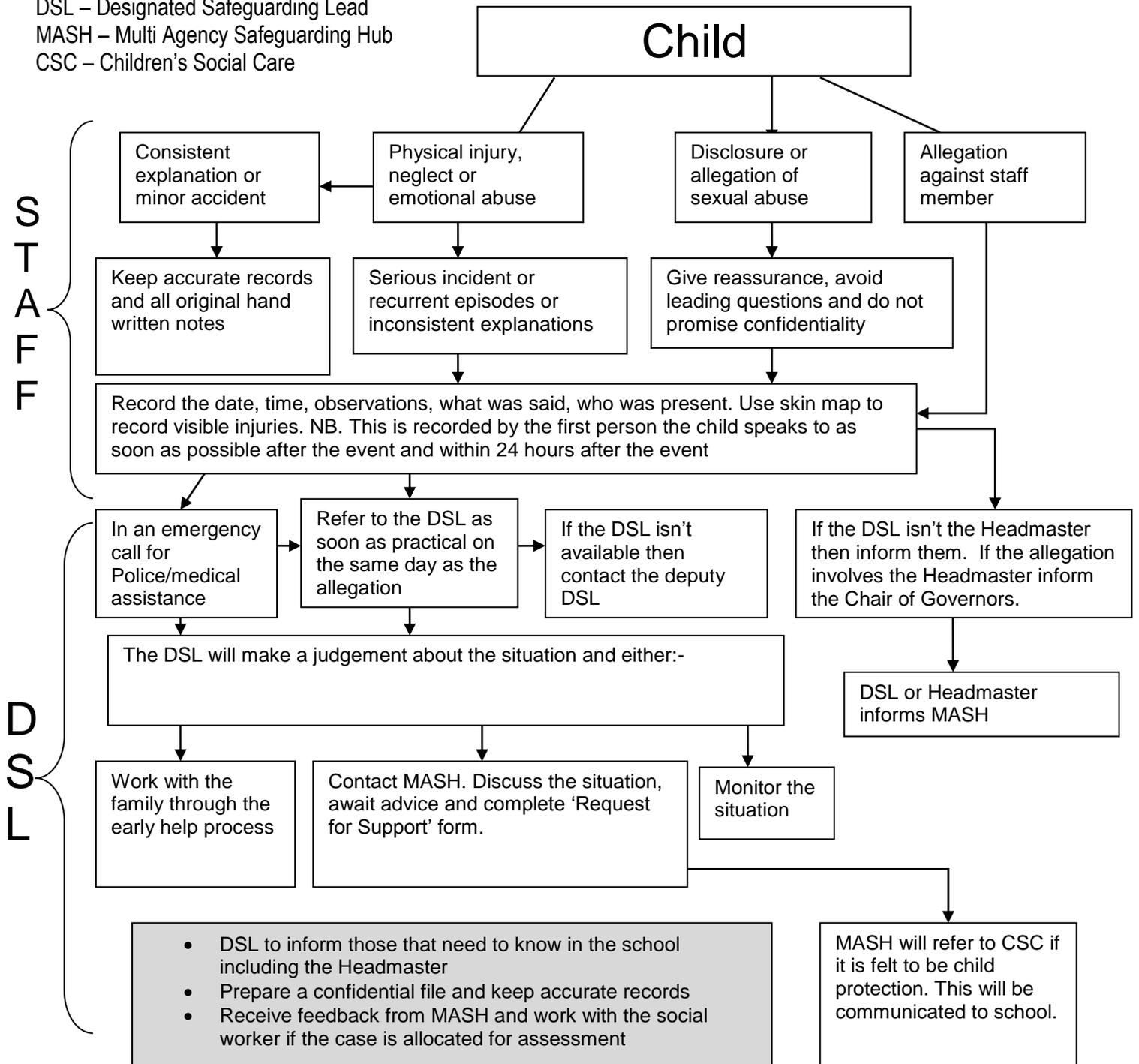
Whistleblowing

We will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the actions or attitudes of colleagues. If necessary, the member of staff can speak with the headmaster, the chair of the governing body or with MASH.

Further assistance for staff to raise concerns can be accessed by calling the NSPCC whistleblowing helpline on 0800 028 0285. Reference should also be made to the school's Whistleblowing Policy.

Flowchart for child protection procedures for schools

DSL – Designated Safeguarding Lead
MASH – Multi Agency Safeguarding Hub
CSC – Children’s Social Care



West Sussex Children’s Services - Multi-Agency Safeguarding Hub (MASH):	Tel: 01403 229900 (Out of Hours – 0330 222 6664) MASH@westsussex.gcsx.gov.uk
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Any member of staff or volunteer in school can make a referral if necessary.

When to be concerned

All staff and volunteers should be aware of the main categories of abuse:

(Please refer to 'Child Abuse and Indicators of Harm' which can be found [S:\Policies](#))

Abuse is:

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. They may be abused by an adult or adults or another child or children.

Physical abuse:

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

Emotional abuse:

- the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental ability as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Sexual abuse:

- involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet) by establishing a close relationship or friendship. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children.

Neglect:

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

a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); or ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Staff should also be aware that abuse can take place wholly on-line or that technology may be used to facilitate abuse off-line.

Other aspects of risk requiring special attention

In addition school staff should be aware of the specific safeguarding issues listed below. School ensures that, where such risks may be more likely, staff are guided on how to understand and act accordingly where there is concern about:

- children and the court system
- children missing from education
- children with family members in prison
- child sexual exploitation (CSE)
- child criminal exploitation: county lines
- domestic abuse
- homelessness
- so-called 'honour based' violence
- preventing radicalisation
- peer on peer
- sexual violence and sexual harassment between children in school

Links to many of these topics and additional advice and support can be found in Keeping Children Safe in Education, pages 75-87.

Annex 1 of this policy also considers some specific safeguarding concerns.

Early Years Foundation Stage

This policy also includes the Early Years Foundation Stage (Nursery and Reception) and all the requirements above apply to the Designated Safeguarding Lead and all staff.

Early Years staff and all staff coming into contact with children should be aware of the signs of possible abuse or neglect as identified above. In addition with younger children the following signs may be noted:

- Significant deterioration in a child's wellbeing
- Children's comments which give cause for concern
- Inappropriate behaviour displayed by other members of staff, or any other person working with children. For example, inappropriate sexual comments; excessive one-to-one attention beyond the requirements of their usual role and responsibilities; or inappropriate sharing of images.

The DSL will also provide support, advice and guidance to any other staff on an ongoing basis, and on any specific safeguarding issues as required. In addition every member of the Early Years staff will have the opportunity to raise concerns or ask for support at termly Supervision meetings with the DSL.

Safe use of mobile devices in EYFS

All of the above conditions and expectations apply to staff working in or visiting EYFS, however, due to the very young age of the children in this part of the school additional rules must apply, particularly with regard to mobile phones or other devices that may record images.

Young children invest a great deal of trust in adults, particularly those in positions of authority, and are unlikely to question their actions even if the actions make the child feel uncomfortable or unhappy.

Very young children may not have the understanding to know when something is inappropriate or the vocabulary to express their concerns. It is therefore very important that we have in place mechanisms to protect them.

No member of staff in the EYFS area of the school should have their mobile phone out or in use during the working day (i.e. when children are still on site)

Mobile phones should be stored out of sight of the children and only accessed during recognised break times in an area where there are no children, such as the staffroom.

Staff, parents or pupils visiting the school and any other visitors to the site should keep any mobile devices out of sight and not use them in the presence of children. No parent should be using a personal mobile device or phone within any area used by children to record images. Staff MUST challenge anyone they see doing so and report the incident to the Head of EYFS as soon as possible.

At Great Walstead we recognise that events such as Sports Day and concerts are very special in a child's life. Parents may take photographs or video recordings of these occasions to celebrate their child's achievements. However, videos and images involving children other than their own should not be uploaded to the internet, including social media. Any recordings and photographs should be for private use only.

The school provides staff with cameras and iPads for the recording of images of children and only these devices may be used for this purpose.

Under no circumstances should personal mobiles, personal iPads or other mobile devices be used to take images of children.

ANNEXES

ANNEX 1 – SPECIFIC SAFEGUARDING ISSUES

Children Missing from Education

Great Walstead has put in place appropriate safeguarding procedures and responses for children who go missing from education, particularly on repeat occasions. All staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

A child going missing from education is a potential indicator of abuse or neglect. Staff will follow the procedures set out in our Attendance policy which incorporates Children Missing Education.

Parents have a duty to ensure that their children of compulsory school age are receiving suitable full-time education.

Educating at home

Some parents may elect to educate their child at home and may withdraw them from school at any time to do so. If a parent notifies the school in writing that they are home educating, the school must delete the child's name from the admission register and inform the local authority. However, if parents orally indicate that they intend to withdraw their child to be home educated, the school should consider notifying the local authority at the earliest opportunity.

Taking a pupil off the Register

The Head will authorise the taking of a pupil's name off the register in accordance with the current regulations.

The school will notify the Local Education Authority of any pupil removed from the register when it is not a standard transition point. The standard transition point in the case of Great Walstead is a child leaving the school at the end of year 8. This notification must be done before the pupil is removed.

When removing a pupil's name, the information supplied to the local authority will include:

- the full name of the pupil
- the full name and address of any parent with whom the pupil normally resides,
- at least one telephone number of the parent,
- the pupil's future address and destination school, if applicable
- the reason why the pupil's name is to be removed from the admission register

Adding a pupil to the Admission's Register

The local authority will be notified within five days of adding a pupil's name to the admission register at a non-standard transition point. The notification will include all the details contained in



the admission register for the new pupil. The local authority will only be notified if the pupil joins the school at a non-standard transition point.

Unexplained absence

Where a pupil has not returned to school for ten days after an authorised absence or is absent from school without authorisation for twenty consecutive school days, the pupil can be removed from the admission register when the school and the local authority have failed, after jointly making reasonable enquiries, to establish the whereabouts of the child. This only applies if the school does not have reasonable grounds to believe that the pupil is unable to attend because of sickness or unavoidable cause.

Reporting a child missing education

The following link is to the West Sussex county council website where there is an online procedure to report children who are missing education.

<https://www.westsussex.gov.uk/education-children-and-families/schools-and-colleges/school-attendance-behaviour-and-performance/report-a-child-missing-education/>

Children with Family Members in Prison

Staff are aware that children with a parent in prison are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. Staff can access information designed to support these children and help mitigate negative consequences for them from [Nicco](#).

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.

If you are a professional making a referral for a child or young person who is at risk of CSE, the 'screening tool' Part A would usually be completed:

<http://www.westsussexscb.org.uk/professionals/helping-you-work/child-sexual-exploitation/>

Completion of this should not delay you making a referral, however it may assist you in being clear about the key areas of concern and the level of risk.



Domestic Abuse

The definition of Domestic violence and abuse is: 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.

Staff are aware that exposure to domestic abuse and/or violence can have a serious, long lasting emotional and psychological impact on children and may result in the child blaming themselves or having to leave the family home.

Further advice and support can be found here:

<https://www.nspcc.org.uk/preventing-abuse/child-abuse-and-neglect/domestic-abuse/signs-symptoms-effects/>

<https://www.refuge.org.uk/get-help-now/support-for-women/what-about-my-children/>

<http://www.safelives.org.uk/knowledge-hub/spotlights/spotlight-3-young-people-and-domestic-abuse>

Female Genital Mutilation

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

Staff at Great Walstead need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM, and must be aware that if they discover that an act of FGM appears to have been carried out on a girl under the age of 18 there is a specific legal duty on teachers to report this to the police.

The Home Office has published procedural information on the duty to help health and social care professionals, teachers and the police understand the legal requirements placed upon them; a suggested process to follow; and an overview of the action which may be taken if they fail to comply with the duty.

- [Home Office: Mandatory Reporting of FGM – procedure information](#)
- [FGM Mandatory Reporting Fact Sheet](#)
- [FGM Reporting Flowchart for under 18's](#)

Preventing Radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism⁴. There is no single way of identifying an individual who is likely to be susceptible to an

⁴ Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas



extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people. School ensures that suitable filtering is in place so that all pupils are safe from terrorist and extremist material when accessing the internet in school.

During the process of radicalisation it is possible to intervene to prevent vulnerable people being radicalised. Therefore, as with managing other safeguarding risks, staff are alert to changes in children's behaviour which could indicate that they may be in need of help or protection. School staff use their professional judgement in identifying children who might be at risk of radicalisation and act proportionately which may include making a referral to the Channel programme.

Members of staff are responsible for their guests, and where they are a visiting speaker, must ensure that appropriate checks are made in advance of their visit to ensure the content of their speech is appropriate for the pupil audience with due regard to the Prevent duty guidance as set out in the KCSIE statutory guidance. Appropriate supervision of all visiting speakers is necessary.

Prevent

1. All staff are made aware of the Prevent duty through the Channel Awareness Module and will follow the advice given.
2. The school views radicalisation as a Safeguarding issue, and as such the DSL would be informed, in order to contact Channel or call the police on 101 to discuss concerns.
3. The Department for Education counter-extremism@education.gsi.gov.uk has also set up a dedicated telephone helpline for staff and governors to raise concerns around Prevent (020 7340 7264).
4. If the concerns are serious and a child's life is in immediate danger, or that they may be imminently planning to travel to destinations such as Syria or Iraq. 999 will be called or the confidential Anti-Terrorist Hotline on 0800 789 321.

Peer on Peer Abuse

At Great Walstead 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 Anti-bullying policy in the first instance.

However, we recognise that some allegations may be of such a serious nature that they may raise safeguarding concerns. **All school staff** are aware that children can be abusers and any concerns should be discussed with the Designated Safeguarding Lead.

All staff are aware that safeguarding issues can manifest themselves via peer on peer abuse. This may include physical abuse, emotional abuse, sexual abuse and sexual exploitation and may manifest as (though not limited to): bullying (including cyber-bullying); physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm; sexual violence and sexual



harassment; initiation/hazing type violence and rituals and sexting (also known as youth produced sexual imagery).

Details regarding staff response to allegations of sexting can be found in the On-line Safety Pupils Policy and the Anti-bullying Policy.

All staff are aware of the particular vulnerability of children with SEN and disabilities to Peer on Peer Abuse.

Peer on Peer Abuse; Prevention

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

1. providing a developmentally appropriate PSHE syllabus which develops students understanding of acceptable behaviour and keeping themselves safe
2. Having systems in place for any student to raise concerns with staff, knowing that they will be listened to, believed and valued
3. Delivering targeted work on assertiveness and keeping safe to those children identified as being at risk
4. Developing robust risk assessments and providing targeted work for pupils identified as being a potential risk to other pupils

The School's response to allegations of Peer on Peer abuse

We recognise the gendered nature of peer on peer abuse (i.e. that it is more likely that girls will be victims and boys perpetrators) but all allegations are taken seriously and no allegations will be tolerated or passed off as 'banter', 'just having a laugh' or 'part of growing up'.

We will consider the following factors:

- The nature of the alleged incident(s) including whether a crime may have been committed
- The ages of the children involved
- The developmental stages of the children involved
- Any power imbalance between the children e.g. is the alleged perpetrator significantly older, more mature or confident? Does the victim have a disability?
- If the alleged incident is a one-off or a sustained pattern of abuse
- Are there on-going risks the victim, other children or staff
- Other related issues and the wider context including contextual safeguarding

Procedure

If there is a safeguarding concern we will act in the best interests of the victim and the perpetrator and follow our general safeguarding principles:

- The Designated Safeguarding Lead will be informed.
- A factual record should be made of the allegation, but no attempt at that stage should be made to investigate the circumstances (though further discussion with the victim/alleged perpetrator may be required by the school if further assessment required prior to safeguarding decision).
- The Designated Safeguarding Lead should contact the MASH to discuss the case.



- The Designated Safeguarding Lead will follow through the outcomes of the discussion and make a referral when appropriate.
- If the allegation indicates that a potential criminal offence has taken place, the MASH will consult with the police.
- Parents of both the alleged perpetrator and the victim should be informed and kept updated on the progress of the referral, unless to do so would place the victim at risk, and/or jeopardise a police investigation. If unsure, advice should be sought.
- The Designated Safeguarding Lead will make a record of the concern and a copy will be kept on both pupils' files.
- It may be appropriate to exclude the alleged perpetrator for a period of time according to the school's behaviour policy and procedures.
- Where neither Children's Social Care nor the Police accept the complaint, a thorough school investigation will take place in the matter using the school's usual disciplinary procedures.
- In situations where the school considers a safeguarding risk is present, a risk assessment will be prepared. The risk assessment will be monitored and a date set for a follow up review with everyone concerned. In some circumstances social workers or sexual violence specialists may provide the risk assessment and this would be used to inform our approach to supporting and protecting our children and used to update our own risk assessments.

Where possible, throughout the process, the wishes of the victim and/or their parents/carers will be given important consideration to allow the victim or their parents/carers as much control as is reasonably possible over decisions regarding how the investigation will be progressed and any support they will be offered.

Sexual Violence and Sexual Harassment

All staff are aware of the fact that children can and do abuse their peers in this way. Any victims will be reassured that they are being taken seriously and that they will be supported and kept safe. They will never be made to feel ashamed for making a report. The school's response and procedure regarding incidents of sexual violence and/or sexual harassment is the same as for other forms of peer on peer abuse but also include:

- Managing any delays in the criminal process by not waiting for outcomes before protecting the victim, alleged perpetrator and other children
- Protecting the children involved regardless of whether a child is convicted of a crime
- Ongoing support for the victim e.g. giving consideration to safeguarding issues around the victim and alleged perpetrator sharing classes or other spaces in school
- Balancing support for the victim with the need to educate and provide safeguarding support for the alleged perpetrator

Further advice and support can be found here:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/719902/Sexual_violence_and_sexual_harassment_between_children_in_schools_and_colleges.pdf May 2018

ANNEX 2 – RECORDING FORM

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

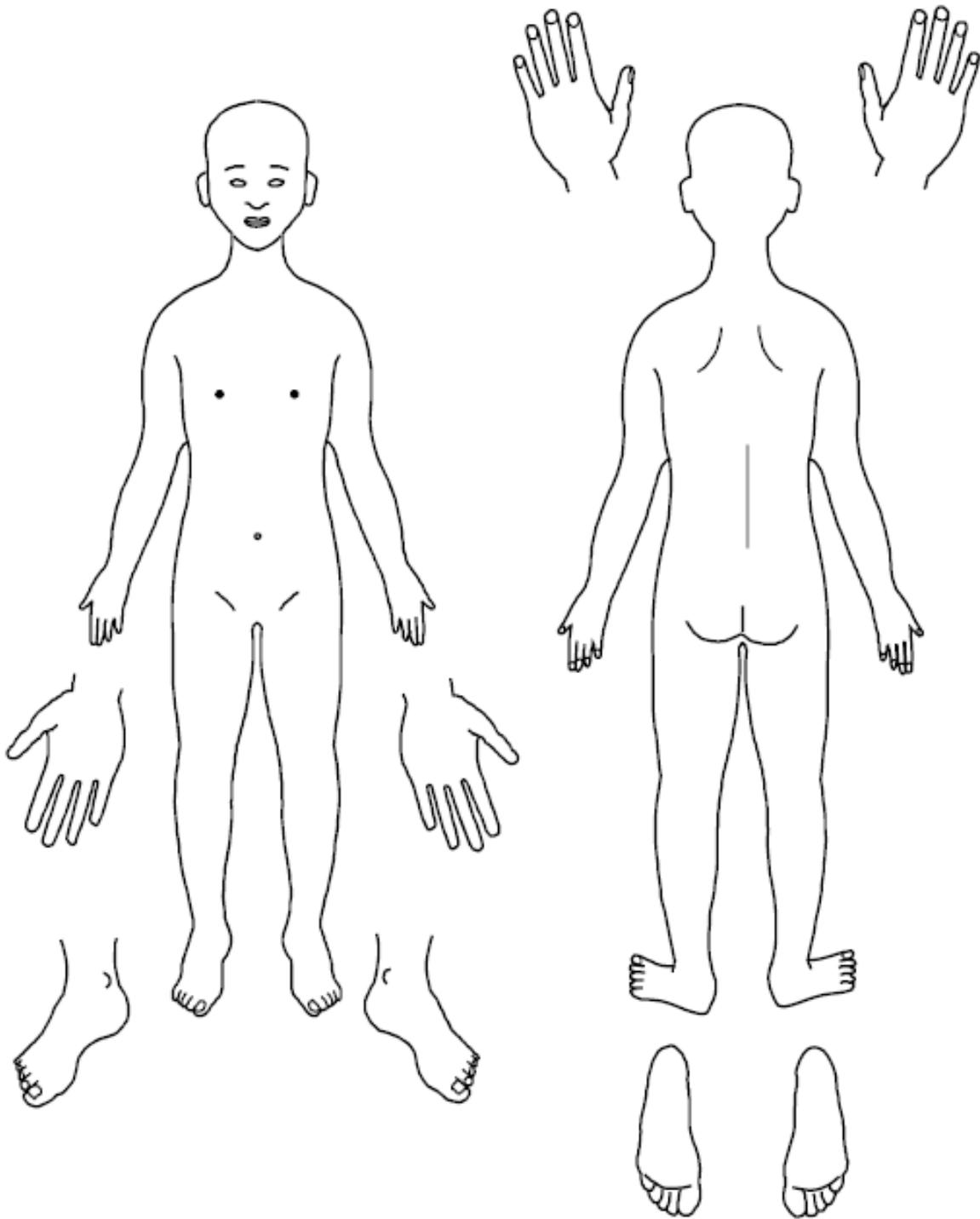
Details of concern (where? when? what? who? behaviours? use child's words)	
Parents contacted Yes/No	By Whom:
Notes on discussion	
Consent Gained for referral? Yes/No	

Actions taken			
Date	Person taking action	Action taken	Outcome of action

Name:

Designation:

Skin map



Name of Child: _____

Date of birth: _____ Date of recording: _____

Name of completer: _____



Any additional information:

SAFEGUARDING

Julia Sutherland (Designated Person)

(julia.sutherland@greatwalstead.co.uk)

01444 483528 ex 231

Karin Green (Deputy Designated Person - EYFS & PrePrep)

(karin.green@greatwalstead.co.uk)

01444 483528 ex 238

Chris Sutton (Safeguarding Governor)

(chris.sutton@greatwalstead.co.uk)

Becky Bradshaw (The Keep)

(becky.bradshaw@greatwalstead.co.uk)

01444 483528 ex 203

Philippa Hoyle (Prevent Governor)

(philippa.hoyle@greatwalstead.co.uk)

Matthew Searle (Chair of Governors)

(matthew.searle@greatwalstead.co.uk)

Please remember we are all responsible for the safeguarding of the children.

If you have any concerns, even if you are unsure, you should always pass them on.

If something is disclosed you must always pass it on.

CHILD PROTECTION, SAFEGUARDING AND WELFARE OF CHILDREN POLICY AND KEEPING CHILDREN SAFE IN EDUCATION ACCEPTANCE

Alongside this policy I have also read and understood Keeping Children Safe in Education September 2016 Part 1 and as a school leader or someone who works directly with children I have read and understood Annex A of Keeping Children Safe in Education September 2018 (issued to me in addition to this document).

I understand:

- That I have a responsibility as a member of staff, governor or volunteer at Great Walstead School to protect pupils from harm and create a safe learning environment.
- That I have a responsibility to raise concerns about children who are in need or who are suffering, or likely to suffer, significant harm.
- That if I have a concern about a pupil, I must refer it to Julia Sutherland – Deputy Head and Designated Safeguard Lead (DSL) or Karin Green - Deputy Designated Safeguard Lead
- That if I have a concern about a member of staff, governor or volunteer I must refer it to the DSL or the Headmaster.
- That if I have a concern about the Head I must refer it to Matthew Searle, the Chair of Governors, whose details I can obtain from HR
- That I may, in exceptional circumstances, refer an allegation straight to the Multi Agency Safeguarding Hub (MASH) Telephone: 01403 229900 (Out of hours: 0330 222 6664)
- What the Child Abuse and Indicators of Harm are, as outlined in KCSIE September 2018 Part 1 and the Child Abuse and Indicators of Harm document.
- Where to find the Safeguarding Policy – in the staff policy folder.
- That the Great Walstead Professional Code of Conduct is issued on an annual basis to all staff.

Staff name

Staff signature

Staff position (s)

Date

Staff responsibility

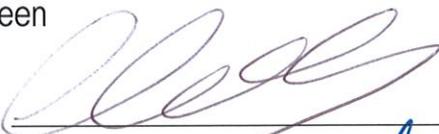
All staff are responsible for the safeguarding the children in our care.

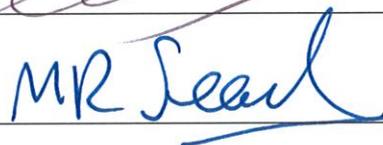
Overall responsibility

Headmaster Chris Calvey

DSL Julia Sutherland

DDSL Karin Green

Signed: C Calvey  Headmaster

Signed: M Searle  Chair of Governors

Date: 12th November 2018