

## Safeguarding and Child Protection Policy

### To be read in conjunction with:

- DfE - Keeping Children Safe in Education (KCSIE) September 2022
- Attendance Policy
- Behaviour Management Policy
- Online Safety Policy
- Bring Your Own Device Policy (BYOD Policy)
- Mobile Phone Use Policy
- Staff Code of Conduct
- Anti-Bullying Policy
- Risk Assessment Policy
- Safer Recruitment Policy
- Health and Safety Policy
- Off-site Activities and Educational Visits Policy
- Whistleblowing Procedure
- Absenteeism and Children Missing Education Policy
- Visiting Speaker Policy and Guidelines
- Missing Child Policy
- AI Policy

### Designated Safeguarding Team and County Contacts

ROLE/ORGANISATION	NAME	CONTACT DETAILS
<b>Designated Safeguarding Lead (DSL)</b>	Matt Patrick <b>Assistant Head Teacher</b>	<a href="mailto:Matt.patrick@atelier21schools.co.uk">Matt.patrick@atelier21schools.co.uk</a> 01293 265 417
<b>Deputy DSL</b>	Becci Gooding <b>Head Teacher</b>	<a href="mailto:Becci.gooding@atelier21schools.co.uk">Becci.gooding@atelier21schools.co.uk</a> 01293 265 417
<b>Deputy DSL</b>	Richard Keightley <b>Deputy Head Teacher</b>	<a href="mailto:Richard.Keightley@atelier21schools.co.uk">Richard.Keightley@atelier21schools.co.uk</a> 01293 265 417
<b>Deputy DSL</b>	Jo Epps	<a href="mailto:jo.epps@atelier21schools.co.uk">jo.epps@atelier21schools.co.uk</a> 01293 265 417
<b>Deputy DSL</b>	Sarah Harvey <b>SENDCO</b>	<a href="mailto:Sarah.harvey@atelier21schools.co.uk">Sarah.harvey@atelier21schools.co.uk</a> 01293 265 417
<b>Head of School and Proprietor</b>	Hayley Peacock	<a href="mailto:Hayley.peacock@atelier21schools.co.uk">Hayley.peacock@atelier21schools.co.uk</a> 01293 265 417

ROLE/ORGANISATION	NAME	CONTACT DETAILS
<b>Local authority designated officer (LADO)</b>	Donna Tomlinson	<a href="mailto:LADO@westsussex.gov.uk">LADO@westsussex.gov.uk</a> 0330 222 6450
<b>Channel helpline</b>		020 7340 7264
<b>WSCC MASH Education Advisor</b>	Gabby Rodrigues	<b>External:</b> 03302 222134 <b>Mobile:</b> 07566 774793 <b>Safeguarding in Education Line:</b> 03302 224030 <b>E-mail:</b> Gabrielle.Rodrigues@westsussex.gov.uk

## Rationale

The school's most important responsibility is to safeguard pupils. This policy makes clear that it is the responsibility of all staff to safeguard pupils by providing a safe and secure environment for learning, being alert to any signs that pupils are in need or at risk of suffering abuse or harm and reporting any concerns. The school will always act in the best interests of the child, taking into account their feelings and wishes when dealing with any issues or concerns and determining what action to take, where there are concerns that a child may be at risk of harm the DSL will make prompt contact with children's social care. The policy applies to all staff, volunteers and visitors and the parents of all present, past and prospective pupils of the school.

This policy applies to all children in the school including those in the Early Years Foundation Stage (EYFS). It is reviewed annually or when guidance is updated.

## Local Authority (LA) Responsibilities

The school is located within the local authority area of West Sussex County Council (WSCC). The school operates safeguarding procedures in line with West Sussex Safeguarding Children Partnership (WSSCP) and WSSCP's Multi-Agency Safeguarding Hub (MASH) and follows the multi-agency safeguarding hub (MASH) procedures and guidance.

WSSCP's procedures can be found at: <https://sussexchildprotection.procedures.org.uk/>

Although the majority of Atelier 21 pupils come under the jurisdiction of WSCC, some live outside of the local authority. Any safeguarding issues or concerns about a child or young person must be reported to the LA in which the child resides, not the LA in which the school is registered. Contact details for WSSCP's MASH and for neighbouring LAs safeguarding teams can be found in the External Contact Details section below.

West Sussex	Contact details
<b>West Sussex Safeguarding Children Partnership:</b> - replaces the previous West Sussex Local Safeguarding Children Board (LSCB)	<b>Email:</b> <a href="mailto:wsscp@westsussex.gov.uk">wsscp@westsussex.gov.uk</a> <b>Phone:</b> 0330 222 7799

West Sussex	Contact details
<b>WSSCP's Integrated Front Door</b> Access to the MASH team and Early Help	<b>Email:</b> <a href="mailto:WSChildrenservices@westsussex.gov.uk">WSChildrenservices@westsussex.gov.uk</a> <b>Phone: 01403 229900</b> (Mon to Fri, 9am-5pm) At all other times, including nights, weekends and bank holidays, contact the 'out of hours' emergency team: <b>0330 222 6664 / 07711 769 657</b>
<b>MASH Education Advisor:</b> Safeguarding in Education	<b>External:</b> 03302 222134 <b>Mobile:</b> 07566 774793 <b>Safeguarding in Education Line:</b> 03302 224030 <b>E-mail:</b> Gabrielle.Rodrigues@westsussex.gov.uk
<b>Children Missing Education:</b> For concerns about children who are not receiving any educational provision, i.e., after they leave Atelier 21 and are still of compulsory school age	<b>Phone: 0330 222 8397</b> Team Manager: Email: <a href="mailto:sara.hughes@westsussex.gov.uk">sara.hughes@westsussex.gov.uk</a> CME Investigation Officer: Email: <a href="mailto:sarah.vaughan-turner@westsussex.gov.uk">sarah.vaughan-turner@westsussex.gov.uk</a>
<b>Pupil Entitlement Investigation Office (PEIO):</b> For attendance issues or absence (missing) from Atelier 21	<a href="mailto:pei.areac@westsussex.gov.uk">pei.areac@westsussex.gov.uk</a> <b>0330 222 8200</b>
<b>Designated Nurse Safeguarding Children</b>	Michael Brown: <b>Email:</b> <a href="mailto:Michaelbrown23@nhs.net">Michaelbrown23@nhs.net</a> <b>Phone: 07901 757673</b>
<b>Youth Emotional Services (YES) West Sussex</b> Professional and self-referrals	<b>Email:</b> <a href="mailto:yes@westsussex.gov.uk">yes@westsussex.gov.uk</a> <b>Phone: 03302 226711</b>
<b>Local Authority Designated Officer (LADO):</b> For concerns or allegations concerning an adult who works with children, i.e., a teacher.	<a href="mailto:lado@westsussex.gov.uk">lado@westsussex.gov.uk</a> Phone: <b>0330 222 6450</b> (9am – 5pm) West Sussex Out of Hours (Emergency Duty Team) <b>0330 222 6664</b> (5pm – 9am)
<b>Charities</b>	<a href="https://www.youngminds.org.uk/">https://www.youngminds.org.uk/</a> <a href="https://www.mindworks-surrey.org/">https://www.mindworks-surrey.org/</a>

Neighbouring Local Authorities Contacts for Child Protection Referrals	Contact details
<b>East Sussex</b> Single Point of Advice (SPoA) Mon-Thurs 8.30am-5pm and Fri 8.30am-4.30pm.	<b>Phone:</b> 01323 464222 <b>Email:</b> <a href="mailto:0-19.SPOA@eastsussex.gov.uk">0-19.SPOA@eastsussex.gov.uk</a> Out of Hours Social Care Service - Children's services: 01273 335905/6
<b>Brighton &amp; Hove</b> Multi Agency Safeguarding Hub (MASH) / Front Door for Families C/O Whitehawk Community Hub and Library 179A Whitehawk Road Brighton BN2 5FL	<b>Phone:</b> 01273 290400 <b>Email:</b> <a href="mailto:FrontDoorForFamilies@brighton-hove.gcsx.gov.uk">FrontDoorForFamilies@brighton-hove.gcsx.gov.uk</a>  Online Referral Form - <a href="https://www.brighton-hove.gov.uk/content/children-and-education/front-door-families/front-door-families-referral-form-professionals">https://www.brighton-hove.gov.uk/content/children-and-education/front-door-families/front-door-families-referral-form-professionals</a>

<b>Neighbouring Local Authorities Contacts for Child Protection Referrals</b>	<b>Contact details</b>
<b>Surrey County Council</b>	<b>Phone:</b> 0300 470 9100 (available 9am to 5pm, Monday to Friday) <b>Out of Hours:</b> 01483 517 898 <b>Email:</b> <a href="mailto:cspa@surreycc.gov.uk">cspa@surreycc.gov.uk</a>

<b>National Contacts</b>	<b>Contact details</b>
<b>DfE</b> dedicated non-emergency helpline for support and advice about extremism (11am-3pm Mon-Fri)	<a href="mailto:counter.extremism@education.gov.uk">counter.extremism@education.gov.uk</a> <b>020 7340 7264</b>
<b>NSPCC Whistleblowing Advice Line</b>	<a href="mailto:help@nspcc.org.uk">help@nspcc.org.uk</a> <b>0800 028 0285</b>
<b>Sussex Police Prevent Team:</b> For Channel Police referrals (for radicalisation concerns)	<a href="mailto:prevent@sussex.pnn.police.uk">prevent@sussex.pnn.police.uk</a> <b>101</b>
<b>Teaching Regulation Agency (TRA) – Misconduct Report Line</b>	<a href="mailto:misconduct.teacher@education.gov.uk">misconduct.teacher@education.gov.uk</a> <b>020 7593 5393</b>
<b>Disclosure and Barring Service (DBS)</b>	<a href="mailto:customerservices@dbs.gov.uk">customerservices@dbs.gov.uk</a> <b>0300 0200 190</b>

A poster summarising the above contact details is available in Appendix 1 to be displayed throughout the school for easy reference by staff.

## **Aims**

- To make clear that safeguarding pupils is the responsibility of all staff, supply staff, volunteers and visitors.
- To ensure that all staff understand that children’s mental and physical health are relevant to safeguarding and the welfare of children.
- To ensure that the actions taken with regard to safeguarding children are always in the best interests of the child.
- To ensure that the school is a safe environment within which children can learn.
- To identify children who would benefit from early help.
- To protect children from any potential risks, abuse, neglect or harm and to keep them safe.
- To make clear the responsibility to report and record any concerns and to provide staff with information on how to do so.
- To comply with locally agreed inter-agency procedures and National Guidance.

## **Roles and Responsibilities**

**The proprietor (Head of School) will:**

- undertake safeguarding training, including Prevent training, every two years.
- ensure that all staff are trained to recognise and deal with safeguarding issues, including radicalisation, and that training is updated annually or when there are changes in legislation or guidance.

- appoint a designated safeguarding lead (DSL) and ensure that they are trained, at least every two years, and receive informal updates to carry out their responsibilities.
- appoint a deputy DSL (DDSL) and ensure that they are properly trained, at least every two years, and receive informal updates to carry out their responsibilities.
- ensure that the DSL/DDSL roles are identified on job descriptions and that the post holders have sufficient time and resources to carry out their role.
- review the school's Safeguarding and Child Protection Policy and procedures annually.
- ensure that all staff are aware of the different types of abuse and how to recognise and respond to them.
- ensure that all safeguarding incidents are dealt with promptly, effectively and in-line with locally agreed procedures.
- ensure that all recruitment checks are satisfactorily carried out before a member of staff takes up employment at the school or before volunteers take up their role.
- report any safeguarding issues relating to staff to the Disclosure and Barring Service (DBS)
- report professional misconduct by teachers to the Teaching Regulation Agency (TRA)
- ensure that teachers/ the school records all absences, and that action is taken if children are missing from education.

**The Headteacher will:**

The headteacher is responsible for the implementation of this policy, including:

Ensuring that staff (including temporary staff) and volunteers:

- Are informed of our systems which support safeguarding, including this policy, as part of their induction
- Understand and follow the procedures included in this policy, particularly those concerning referrals of cases of suspected abuse and neglect.
- Communicating this policy to parents/carers when their child joins the school and via the school website.
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent.
- Ensuring that all staff undertake appropriate safeguarding and child protection training and updating the content of the training regularly.
- Acting as the 'case manager' in the event of an allegation of abuse made against another member of staff or volunteer, where appropriate (see appendix 3)
- Ensuring the relevant staffing ratios are met, where applicable
- Making sure each child in the Early Years Foundation Stage is assigned a key person.

**The DSL will:**

- be a senior member of staff.
- have sufficient time and resources to carry out the role effectively.
- have sufficient experience of the Early Years Foundation Stage (EYFS) in order to carry out their role effectively.
- have completed Level 3 Safeguarding training to carry out his/her responsibility including formal training, at least once every two years, which includes online safety, and update and Prevent training.
- ensure that the school policies relating to safeguarding are updated annually.
- ensure that pupils' child protection records are transferred safely to any new school.
- understand the assessment process for providing early help and intervention.

- have a working knowledge of how local authorities carry out child protection conferences and be able to attend and contribute to these when required to do so.
- ensure that all staff have access to and understand all safeguarding documents including KCSIE 2022
- understand data protection laws, including the Data Protection Act 2018 and the General Data Protection Regulation (GDPR) in order to carry out his/her role.
- understand the importance of information sharing both within the school and with safeguarding partners and other agencies.
- keep detailed and accurate records.
- have a description of their role and responsibilities included in their job description.
- be registered to receive child protection and safeguarding updates from the local authority.
- understand the referral process for children in need of early help.
- support staff who make referrals
- refer cases to the Channel programme, when required.
- refer cases to the disclosure and barring service, as required.
- refer cases to the Teacher Regulation Authority (TRA) or DBS when required.
- refer cases to the police, when required.
- work with Safeguarding Partners
- liaise with the head of school/proprietor.
- act as a source of advice and support

**The DDSL will:**

- be a senior member of staff.
- have completed Level 3 Safeguarding training to carry out their responsibility, including formal training at least every two years including Prevent training.
- will have sufficient time to carry out their role.
- ensure that the school policies relating to safeguarding are updated annually.
- will have sufficient time and resources to carry out the role.
- ensure that pupils' child protection records are transferred safely to any new school.
- understand the assessment process for providing early help and intervention.
- have a working knowledge of how local authorities carry out child protection conferences and be able to attend and contribute to these when required to do so.
- ensure that all staff have access to and understand all safeguarding documents including KCSIE 2022
- understand data protection laws, including the Data Protection Act 2018 and the General Data Protection Regulation (GDPR) in order to carry out his/her role)
- understand the importance of information sharing both within the school and with safeguarding partners and other agencies.
- keep detailed and accurate records.
- have a description of their role and responsibilities included in their job description.
- be registered to receive child protection and safeguarding updates from the local authority.
- understand the referral procedures and points of contact for the local authorities of all pupils.
- refer cases of suspected abuse
- support staff who make referrals
- refer cases to the Channel programme, when required.
- refer cases to the TRA or DBS, as required.
- refer cases to the police, when required.
- work with Safeguarding Partners
- liaise with the headteacher/proprietor.
- act as a source of advice and support

- have sufficient time to carry out their role.

**Staff will:**

- treat all pupils with respect.
- listen to all children and act on their concerns.
- set a good example for pupils.
- encourage positive, safe and respectful behaviour amongst pupils.
- involve pupils in decisions which affect them.
- read all the required documents and policies including Part 1 and Annex B of Keeping Children Safe in Education (KCSIE 2022)
- receive annual training.
- know how to report and record any disclosures or concerns, including concerns about children in need of early help.
- understand their role and responsibilities.
- be alert to any indications that children are at risk of harm or suffering abuse and will know the different types of abuse.
- be particularly vigilant in the case of vulnerable pupils.
- understand how to act if a disclosure is made and prioritise their response.
- know that they cannot promise that any disclosure will remain confidential.
- know how to report concerns to the DSL/DDSL and will understand that any member of staff can report a concern to the relevant local authority's safeguarding team – see External Contact Details section above.
- have access to a list of important contacts in all the relevant local authorities and other agencies – see External Contact Details section above.
- comply with the school's Staff Code of Conduct and all other school policies.

**Pupils will:**

- be taught how to stay safe in person or when online through PSHE and during sex and relationships teaching.
- to be kind to and respectful of others
- know how to report any concerns.
- know the names of and recognise the DSL/DDSL but will understand that they can talk to any adult if they have a concern.

An electronic copy of DfE Keeping Children Safe in Education (KCSIE) September 2022 (updated as necessary) will be provided for all staff.

**Allegations of abuse made against/concerns raised in relation to teachers, including supply teachers, other staff, volunteers and contractors.**

Anyone may make an allegation against a member of staff, supply teacher, volunteer, contractor, Headteacher or the Head of School (proprietor). Any concern about the behaviour of a member of the school community should always be reported to the Headteacher or DSL, who will contact the LADO. If the allegation is against the Headteacher/Head or school (proprietor), then the allegation must be reported to the LADO.

Allegations or concerns about an adult who works with children or young person should be reported to the LADO where the incident/s took place, i.e., for Atelier 21 staff this would be WSCC. If the child or young person to which the concerns or allegations relate resides in a different LA, then once advised, the WSCC LADO will pass details to any other local authority as required.

The Head of School/Proprietor, Hayley Peacock will usually be responsible for receiving, managing and collating concerns about adults at the school and referring these to the WSCC LADO on **0330 222 6450** – see External Contacts Details section above for out-of-hours number.

If the complaint is about the head of school/proprietor the complainant should contact the school Designated Safeguarding Lead, Jo Epps who will contact the WSCC LADO directly on **0330 222 6450** – without informing the Headteacher. See External Contacts Details section above for out-of-hours number.

The school does not investigate allegations and the responsible person will always consult the WSCC LADO.

The WSCC LADO should be contacted immediately if any allegation is made about a member of staff or volunteer or if it appears that they have behaved in a way which has harmed a child or may have harmed a child, possibly committed a criminal offence against a child, behaved towards children in a way which suggests that he or she may pose a risk of harm to children or behaved or may have behaved in a way that indicates they are not suitable to work with children.

For incidents occurring in West Sussex the WSCC LADO can be contacted on **0330 222 6450** – see External Contacts Details section above for out-of-hours number. In making any referral it is important that the context and background is collated and understood. The school will be guided by WSSCP MASH and /or WSCC LADO when dealing with any allegation and confidentiality will be maintained at all times. Staff who are the subject of a complaint will be advised to contact their trade union or a colleague for support and will be offered medical support where necessary. The school will appoint a named member of staff to keep the member of staff informed about how the case is going, if there is not police involvement, and about matters in school.

A record will be made of any decision not to refer to the LA/police with a clear rationale as to why not, this will be held on the school HR system 'youmanage' and on personnel files. If there is any doubt, there will be a discussion with WSCC LADO on **0330 222 6450**. If a criminal offence has been committed the police and WSSCP MASH will be contacted. The school follows the guidance in KCSIE 202 when managing and responding to allegations against staff, this includes the use of suspension and the action which follows a malicious or false allegation. Any allegation which is upheld and /or results in dismissal or results in a person resigning from the school or the school not using his/her services will always be reported to the Disclosure and Barring Service (DBS). Misconduct by teachers will be referred to the Teaching Regulation Authority (TRA) and where the misconduct is serious it is likely to result in a Prohibition Order.

### **Concerns that do not meet the harm threshold – Low Level Concerns**

The term 'low-level' concern is any concern – no matter how small – that an adult working in or on behalf of the school may have acted in a way that:

- Is inconsistent with the staff code of conduct, including inappropriate conduct outside of work, **and**
- Does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the designated officer at the local authority (LADO).

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

- Being overly friendly with children
- Having favourites
- Taking photographs of children on their mobile phone
- Engaging with a child on a one-to-one basis in a secluded area or behind a closed door
- Using inappropriate sexualised, intimidating or offensive language.



Below offers clarity on the structure we use to report allegations and concerns, demonstrating where low-level concerns 'sit'.

a) Concerns around teaching standards and the academic performance of colleagues should be raised in the first instance through the Deputy Headteacher.

b) Allegations against staff are defined in KCSIE and should be reported to the Headteacher (or the Head of School in the case of allegations against the Headteacher) in line with the Safeguarding Policy. These include allegations that someone who works with children has:

- Behaved in a way that has harmed a child, or may have harmed a child; and/or
- Possibly committed a criminal offence against or related to a child; and/or
- Behaved towards a child or children in a way that indicates they may pose a risk of harm to children; and/or
- Behaved or may have behaved in a way that indicates they may not be suitable to work with children.

c) Low-level concerns, as detailed above. Where staff have such concerns, they do not need to determine how serious the concern is but should immediately refer these concerns to the Headteacher (or the Head of School if concerning the Headteacher). If the Headteacher is absent, low-level concerns should be shared with the Designated Safeguarding Lead, who will pass them on immediately on the Headteachers return.

We recognise the importance of creating a culture of openness, trust and transparency to encourage all staff to share low-level concerns so that they can be addressed appropriately.

This is created by:

- Ensuring staff are clear about what appropriate behaviour is and are confident in distinguishing expected and appropriate behaviour from concerning, problematic or inappropriate behaviour, in themselves and others.
- Empowering staff to share any low-level concerns.
- Empowering staff to self-refer.
- Addressing unprofessional behaviour and supporting the individual to correct it at an early stage.
- Providing a responsive, sensitive and proportionate handling of such concerns when they are raised.
- Helping to identify any weakness in the school's safeguarding system.

Low level reporting will enable patterns of inappropriate behaviour to be detected and for proportionate and appropriate action to be taken. When a concern does not meet the threshold of reporting to the WSSCP MASH the school will take action. This will include investigating the matter, and explaining to the adult who the subject of the concern is why their behaviour is inappropriate, what to do to correct their behaviour and the consequences if they do not correct it. The proprietor and DSL will closely monitor the situation to ensure that the behaviour is not repeated. Low-level concerns will be recorded on the school HR management system – 'youmanage' and on an individual's personnel file.

## Online Safety

Please see the Online Safety Policy (E-Safety Policy), Bring Your Own Device Policy and Mobile Phone Policy.

Our approach to online safety is based on addressing the following categories of risk:

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

Pupils are not allowed to use personal electronic devices, such as mobile phones and tablets in school. Pupils are permitted to use their own laptop, provided this is in accordance with the school's Bring Your Own Device (BYOD) Policy. Additionally, pupils in years 5 to 8 will be permitted to use their mobile phones when directed by teaching staff for learning activities only, provided this is in accordance with the school's Mobile Phone Policy and acceptable use agreement for mobile phones. Staff are not allowed to use personal mobile phones or cameras in school (as per the Mobile Use Policy). Staff are provided with devices for photographing and journaling pupils' learning. Staff will be permitted to take their mobile phone on school trips and residential for the purpose of making emergency contact and not for photographing or journaling pupils' learning.

The school ensures that appropriate filters are in place for all school devices. Within school premises web filtering takes place at the Wi-Fi Network level and is currently provided by Dray Tek's Web Content Filtering (WCF) software, however, we recognise that we cannot help pupils to stay safe online by blocking all potentially harmful content in school because pupils face as many risks when using personal electronic devices outside of school. Through personal, social and health education (PSHE) and IT lessons we aim to help pupils to recognise and manage risk and know how to report any incidents of online bullying or inappropriate content. The school will do all it can to minimise the risks to pupils when they are working from home and staff encourage pupils to report any concerns. Parents are asked to monitor the use of electronic devices and have appropriate safeguards in place.

## Partnership with Parents

The school aims to work in partnership with parents. Parents' privacy is respected and supported by the Data Protection Act (GDPR 2018); however, the school's priority is the needs of the child so if the school feels that liaison with parents would place a child at the risk of harm it will take action or share personal data without consulting parents.

The school will provide workshops for parents covering online safety and child-on-child abuse.

Parents can request their child's educational records. Such information will usually be provided within 30 days of the receipt of a written request. In some cases, such a request will be refused, for example, where it would have a negative impact on a child's mental or physical health or where the information would prejudice an ongoing criminal investigation.

## Early Help

The school will identify pupils who may benefit from early help. This means providing support as soon as a problem or issue occurs in a child's life. All staff should understand their role in relation to early help and support the assessment process. Staff should discuss any requirements for early help with the DSL/DDSL/Headteacher/Head of School (proprietor), who in turn can contact WSSCP MASH on **01403 229900** for support.

The DSL will liaise with parents at an early stage in order to ensure that such help will be effective. If the child or parents refuse consent for an early help assessment further advice will be sought from the relevant LA, i.e., the LA in which the child resides. The school will work with other agencies and professionals on early help assessments. Providing as much information as possible to assist the social care assessment to consider contexts outside of the home and enable a contextual safeguard approach to harm to be adopted. The case should be kept under review and if matters do not improve a referral should be made to the relevant local authority's multi-agency safeguarding hub (MASH)

Any child may benefit from early help, but staff must be particularly alert to the need for additional help for a child who:

- is disabled and has specific additional needs.
- has special educational needs (those with education and health care plans and those who do not have a plan)
- is a young carer.
- has a social worker.
- has a mental health problem.
- is showing signs of being involved in anti-social behaviour or criminal behaviour, including involvement in gangs and association with organised crime groups.
- is at risk of exploitation, trafficking or modern slavery.
- is at risk of being radicalised or exploited.
- is in challenging family circumstances, such as drug or alcohol misuse, adult mental health issues or domestic abuse.
- are misusing drugs or alcohol
- is frequently going missing from home or from a care home.
- is looked after.
- has returned to their family from care.
- is being privately fostered.

The school will usually consult with parents before any referral for early help is made. If parents refuse such help this may be regarded as a safeguarding issue.

## Recognising Abuse

Abuse is any type of maltreatment of others. Children can be abused by adults (male or female) or by other children. Abuse can be physical, emotional, and sexual and/or neglect. All staff should be aware that safeguarding incidents or behaviours can be associated with factors outside of the school and can occur between children outside of these environments. All staff should consider if pupils are at risk of abuse or exploitation in situations outside of their families. Extra familial harms take a variety of different forms and children can be vulnerable to multiple harms including, but not limited to, sexual exploitation, criminal exploitation and serious youth violence. Staff should be aware that abuse, neglect and safeguarding issues are rarely individual events that can be covered by one definition or

label. Child abuse is a term used to describe the ways in which children are harmed by someone, often someone in a position of power. Staff must report any concerns, including 'nagging doubts', the health, well-being and safety of the child is paramount.

The school recognises that there may be pupils with additional vulnerability who are at a higher risk of abuse or harm because of their vulnerability. All staff are aware of the need to identify pupils who are in need of early help or whom are at risk.

## **Types of abuse**

### **Physical Abuse**

Physical abuse includes hitting, shaking, and throwing, burning, scalding, poisoning, 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.

### **Recognition**

The first indication of physical abuse is not necessarily the presence of serious injury. Concerns may be prompted by bruises and marks on a child, bruising can disappear within 12-24 hours so staff must inform the DSL immediately if they have concerns.

The following types of **bruising** are of particular concern:

- bruising in or around the mouth
- fingertip bruising e.g., grasp marks to the arms, chest or face.
- variation in the colour of bruising indicating injuries caused at varying times.
- outline bruising e.g., belt marks, handprints, hairbrush.
- bruising or tearing to the ear lobe indicating injury by pulling or twisting.
- repeated or multiple bruising on the head or other non-accidental sites

**Bite Marks**, human bite marks are oval or crescent shaped.

**Burns and Scalds**, any burns with a clear outline will be regarded with suspicion such as:

- circular burns from cigarettes
- linear burns from hot metal rods or electric fire elements.
- burns of uniform depth over a large area.
- friction burns from dragging across the floor.
- scalds that have a line indicating emersion or poured liquid.
- splash marks from hot liquid being thrown.
- old scars indicating previous burns/scalds which did not have appropriate treatment.

### **Fractures**

Common non-accidental fractures occur to the long bones i.e., arms, legs, ribs; the majority of non-accidental fractures occur in infants and pre-school children.

### **Neglect**

Neglect is the persistent failure to meet a child's basic physical or psychological needs, this is likely to result in serious impairment to a child's health or development. Neglect may occur in pregnancy as a

result of maternal substance misuse. Once a child is born neglect may involve a parent or carer failing to provide sufficient food and clothing, shelter (including exclusion from home or abandonment), failing to protect a child from physical or emotional harm or danger, failure to provide adequate supervision or the failure to provide adequate medical care or treatment. It may also include neglect of or unresponsiveness to a child's basic emotional needs.

### **Recognition**

Although evidence of neglect is frequently cumulative, it can also be identified by the conditions a child lives in and may require assistance from Housing/Environmental Health and the police in assessment.

### **Sexual Abuse**

Sexual abuse includes forcing or enticing a child or young person to take part in sexual activities, whether or not the child is aware of what is happening. These activities can include physical contact, including penetration (rape or oral sex) or non- penetrative acts (masturbation or touching). They may also include non-contact activities such as involving children in looking at or producing sexual images, grooming, or encouraging children to behave in inappropriate ways. Sexual abuse can take place online and technology can be used to facilitate offline abuse. Sexual abuse can be carried out by men or women or by other children.

### **Recognition**

#### **Physical Signs in younger children**

- vaginal bleeding, in young children
- vaginal irritation, soreness, in young children.
- pain on passing urine and recurrent urinary tract infections.
- abdominal pain
- soiling

#### **Behavioral Indicators**

- displays more knowledge of sexual matters than is usual in children of comparable age.
- engages in inappropriate sexualised play or behaviour with other children.
- sexually provocative relationships with adults.
- hints at sexual activity or secrets through words, play or drawing.
- excessive pre-occupation with sexual matters.
- lack of trust or marked fear of familiar adults.
- child psychiatric problems including onset of wetting soiling, severe sleep disturbance.
- change in pattern of behaviour/eating habits, social isolation and withdrawal.
- behaviour indicating role reversal in the home e.g., daughter taking over mothering role.
- inappropriate displays of physical contact between parents and their children.
- learning difficulties, poor concentration, poor peer group relationships and inability to make friends.

### **Emotional Abuse**

Emotional abuse is the persistent emotional maltreatment of a child which causes persistent and adverse effects on a child's emotional development. It may include conveying to a child that they are worthless or unloved, inadequate or valued only because they meet the needs of another person. It

may include not giving children the opportunity to express their views, silencing them or making fun of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being placed on children. This can include interactions that are beyond a child's intellectual/developmental capacity or over protection and limitation of exploring and learning or preventing a child participating in normal social interaction. It can involve hearing or seeing the ill treatment of another. It may involve bullying, including cyber bullying, causing children to feel frightened or endangered or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child although it can occur in isolation.

### **Indicators**

- reported or observed failure to thrive.
- abnormal attachments between a child and parent/ carer, e.g., anxious attachment.
- scapegoating of a child within a family
- frozen watchfulness particularly in pre-school children
- withdrawn, low self-esteem, aggressive and seeks negative attention.
- inability to accept boundaries.
- indiscriminate attachment or failure to attach.
- inability to relate to a peer group or significant adults.
- speech delay or under stimulation, considered to have a social cause.
- lack of confidence when working or completing tasks

Staff may also identify concerns by observing children's behaviour or by identifying that a family is under stress. School may be a haven for children suffering any form of abuse and they may be reluctant to leave, this should always be taken seriously, and any concerns should be recorded and discussed with the DSL/DDSL.

### **Child-on-Child Abuse**

The school aims to help all pupils respect others, report bullying and be kind to everyone. We recognise, however, that children are capable of abusing their peers. This type of abuse is likely to manifest itself as bullying, including cyber bullying, physical abuse, financial abuse, emotional abuse, sexual violence and harassment (including rape, up skirting and inappropriate touching), sharing of nudes and semi-nudes ('sexting')/or initiation rituals/hazing, or sexualised behaviours or comments.

We have a clear zero-tolerance approach to any form of abuse including child-on-child abuse which staff at Atelier 21 are expected uphold. Therefore, staff must listen to and act on children's concerns and challenge any inappropriate behaviour between children and young people. Any form of child-on-child abuse is taken seriously, and it is never regarded as being "banter", "just having a laugh" or "part of growing up", as this can lead to a culture of unacceptable behaviours that normalise abuse and create an unsafe environment for pupils. Staff recognise that children and young people may not find it easy to talk about their abuse verbally. Staff need to look for the sign of possible abuse and might overhear conversations that suggest a child has been harmed or might receive a report from a friend of the child. In any event staff will follow child protection procedures as set out in this policy, informing the DSL/DDSLs as soon as possible.

Child-on-Child abuse is influenced by the nature of the environments in which children/young people spend their time (home, school, peer group and community) and it is built upon notions of power and consent. Power imbalances related to gender, social status within a group, intellectual ability, SEND and vulnerability, economic wealth, social marginalisation, etc. can all be used to exert power over a peer. Child-on-Child abuse involves someone who abuses a 'vulnerability' or power imbalance to harm

another, and who has the opportunity to do so because of the environment that makes it possible. While perpetrators of child-on-child abuse pose a risk to others they are also often victims of abuse themselves and therefore require support. Pupils are carefully supervised during social times and during collaborative activities. Child-on-child abuse may be gender specific, but the school's view is that all child-on-child abuse is unacceptable and taken very seriously. PSHE lessons stress the need to be supportive of others and the democratic nature of the school offers opportunities to bring any concerns to the attention of staff.

*Any allegation of child-on-child abuse must be dealt with in the same way as any other disclosure, following school guidance. It must then be reported to the DSL or reported directly to relevant LA safeguarding contact (see External Contact Details section above) who will decide what action to take.*

Where it is clear that a crime has been committed the police will be contacted. If a pupil's behaviour negatively impacts on the safety and well-being of other pupils', safeguards will be put in place to support the affected pupils. In the case of such abuse both victim and perpetrator will be deemed to be at risk. If the matter is such that it can be dealt with by the school sanctions will be applied in-line with the Behaviour Policy and both victim and perpetrator will be supported within school or by external agencies including counsellors. If both victim and perpetrator are in the same class arrangements will be made to transfer the perpetrator to another class. If the allegation is serious and/or upheld the perpetrator may be permanently excluded from the school. If a disclosure is unsubstantiated, unfounded, false or a malicious report is made the DSL/DDSLs will consider whether the child or person making the allegation is in need of support or may be the subject to abuse themselves.

## **Sexual Violence and Sexual Harassment: Context**

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Children who are victims of sexual violence and sexual harassment will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their education attainment as well as their emotional wellbeing. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and offline (both physically and verbally) and are never acceptable. It is important that all victims are taken seriously and that they will be supported and kept safe.

Reports of sexual violence and sexual harassment are extremely complex to manage. It is essential that victims are protected, offered appropriate support and every effort is made to ensure their education is not disrupted. It is also important that other pupils and school staff are supported and protected as appropriate.

### ***Child-on-child abuse is most likely to include, but may not be limited to:***

- bullying (including cyberbullying, prejudice-based and discriminatory bullying) abuse in intimate personal relationships between children (sometimes known as 'teenage relationship abuse')
- physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm (this may include an online element which facilitates, threatens and/or encourages physical abuse)
- sexual violence, such as rape, assault by penetration and sexual assault; (this may include an online element which facilitates, threatens and/or encourages sexual violence)

- sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment, which may be standalone or part of a broader pattern of abuse.
- causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.
- consensual and non-consensual sharing of nude and semi-nude images and/or videos (also known as sexting or youth produced sexual imagery) [UKCIS guidance: Sharing nudes and semi-nudes' advice for education settings](#).
- up skirting, which typically involves taking a picture under a person's clothing without their permission, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress, or alarm, and
- initiation/hazing type violence and rituals (this could include activities involving harassment, abuse or humiliation used as a way of initiating a person into a group and may also include an online element).

### **Policy**

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 and other children in school. We recognise that children are capable of abusing other children and their peers and this will be dealt with under our Safeguarding Policy and in line with KCSIE 2022. We are clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up.

We will minimise the risk of child-on-child abuse by:

- making clear that there is a zero-tolerance approach to sexual violence and sexual harassment, that it is never acceptable, and it will not be tolerated. It will never be passed off as “banter”, “just having a laugh”, “a part of growing up” or “boys being boys”. We believe that failure to do so can lead to a culture of unacceptable behaviour, an unsafe environment and in worst case scenarios a culture that normalises abuse, leading to children accepting it as normal and not coming forward to report it.
- recognising, acknowledging, and understanding the scale of harassment and abuse and that even if there are no reports it does not mean it is not happening, it may be the case that it is just not being reported.
- challenging physical behaviour (potentially criminal in nature) such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. As we believe that dismissing or tolerating such behaviours risks normalising them.

### **Prevention**

- Taking a whole school approach to safeguarding and child protection
- Providing training to staff
- Providing a clear set of values and standards, underpinned by the School's Behaviour Policy and pastoral support; and by a planned programme of evidence-based content delivered through the curriculum.
- Engaging with specialist support and interventions.

### **Responding to reports of sexual violence and sexual harassment**

- Responses to reports of sexual violence and sexual harassment will be led by the guidance given in KCSIE 2022.



- Children making any report of sexual violence or sexual harassment including 'up skirting' (The Voyeurism Offences Act 2019) will be taken seriously, kept safe and be well supported. In responding to all reports of sexual violence and sexual harassment the safety and protection of the child is paramount. The needs and wishes of the victim must be taken into account at all times. It is important they feel in as much control of the process as is reasonably possible. Wherever possible, the victim, if they wish, should be able to continue in their normal routine. Overall, the priority should be to make the victim's daily experience as normal as possible, so that the school is a safe space for them.
- If the report includes an online element staff will be mindful of the *Searching, Screening and Confiscation: advice for schools 2022* guidance.
- Staff taking the report will inform the DSL or the Deputy DSL immediately.
- Staff taking a report will never promise confidentiality.
- Parents or carers should usually be informed (unless this would put the child at greater risk).

If a child is at risk of harm, is in immediate danger, or has been harmed, a Request for Support will be made to the West Sussex Integrated Front Door email: [WSChildrenservices@westsussex.gov.uk](mailto:WSChildrenservices@westsussex.gov.uk)  
**Phone: 01403 229900** (Mon to Fri, 9am-5pm) or contact the 'out of hours' emergency team: **0330 222 6664 / 07711 769 657** or the police.

### ***Risk Assessment***

Following a report, the DSL will make an immediate risk and needs assessment on a case-by-case basis. It will consider:

- The victim, especially their protection and support.
- The alleged perpetrator, their support needs and any discipline action.
- All other children at the school.
- The victim and the alleged perpetrator sharing classes and space at school.

The risk assessment will be recorded and kept under review. Where there has been other professional intervention and/or other specialist risk assessments, these professional assessments will be used to inform the school's approach to supporting and protecting pupils.

### ***Action***

It is essential that all victims are reassured that they are being taken seriously, regardless of how long it has taken them to come forward, and that they will be supported and kept safe. Abuse that occurs online or outside of the school should not be downplayed and should be treated equally seriously. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report. It is important to explain that the law is in place to protect children rather than criminalise them, and this should be explained in such a way that avoids alarming or distressing them.

### ***The DSL will consider:***

- The wishes of the victim.
- The nature of the incident including whether a crime has been committed and the harm caused.
- Ages of the children involved.
- Developmental stages of the children.
- Any power imbalance between the children.

- Any previous incidents.
- That sexual violence and sexual harassment can take place within intimate personal relationships between children.
- Importance of understanding intra familiar harms and any necessary support for siblings following incidents
- Ongoing risks to victim, other children, adult students, or staff.
- Other related issues or wider context.

### **Confidentiality**

The victim may ask the school not to tell anyone about the sexual violence or sexual harassment. If the victim does not give consent to share information, staff may still lawfully share it, if there is another legal basis under the UK GDPR that applies. The DSL should consider:

- parents or carers should normally be informed (unless this would put the victim at greater risk)
- the basic safeguarding principle is: if a child is at risk of harm, is in immediate danger, or has been harmed, a referral should be made to local authority children's social care, and
- rape, assault by penetration and sexual assaults are crimes. Where a report of rape, assault by penetration or sexual assault is made, this should be referred to the police. Whilst the age of criminal responsibility is ten, if the alleged perpetrator is under ten, the starting principle of referring to the police remains. The police will take a welfare, rather than a criminal justice approach, in these cases.

The DSL will have to balance the victim's wishes against their duty to protect the victim and other children.

### **Options:**

- Manage internally.
- Early Help intervention
- Refer to C-SPA
- Report to the police (generally in parallel with a referral to C-SPA)  
All concerns, discussions, decisions and reasons for decisions will be recorded and saved electronically in the pupil safeguarding folder.

### **Ongoing Response**

- The DSL will manage each case individually and will ensure the risk assessment is reviewed regularly with relevant partner agencies, for example the Police and Children's Social Care.
- Where an allegation of sexual violence or sexual harassment is progressing through the criminal justice system, the school should be aware of anonymity, witness support, and the criminal process in general so they can offer support and act appropriately.
- Where there is a criminal investigation into a rape, assault by penetration or sexual assault, the alleged perpetrator should be removed from any classes they share with the victim.
- The DSL will consider how best to keep the victim and perpetrator a reasonable distance apart on school premises and on transport where appropriate.
- Where a criminal investigation into a rape or assault by penetration leads to a conviction or caution, the school will take suitable action. In all but the most exceptional of circumstances, the rape or assault is likely to constitute a serious breach of discipline and may lead to the

view that allowing the perpetrator to remain in the same School would seriously harm the education or welfare of the victim (and potentially themselves and other pupils).

- Where a criminal investigation into sexual assault leads to a conviction or caution, the school will, if it has not already, consider any suitable sanctions in light of the Behaviour Policy, which may include consideration of permanent exclusion. Where the perpetrator is going to remain at Caterham School, the Headmaster should continue keeping the victim and perpetrator in separate classes and continue to consider the most appropriate way to manage potential contact on school premises and transport. The nature of the conviction or caution and wishes of the victim will be especially important in determining how to proceed in such cases.
- The victim, alleged perpetrator and any other affected children and adults will receive appropriate support and safeguards on a case-by-case basis.
- The school will take any disciplinary action against the alleged perpetrator in accordance with the School's Behaviour Policy.
- The school recognises that taking disciplinary action and providing appropriate support are not mutually exclusive actions and will occur at the same time if necessary.
- The school will consider the potential impact of social media in facilitating the spreading of rumours and exposing victims' identities.
- The school recognises that children who have experienced sexual violence display a wide range of responses to their experiences including clear signs of trauma, physical and emotional responses, or no overt signs at all.

## **Harmful Sexual Behaviour**

Children's sexual behaviour exists on a wide continuum, ranging from normal and developmentally expected to inappropriate, problematic, abusive and violent. Problematic, abusive and violent sexual behaviour is developmentally inappropriate and may cause developmental damage. HSB can occur online and/or face-to-face and can also occur simultaneously between the two. HSB will be considered in a child protection context.

The Brook Traffic Light Tool uses a traffic light system to categorise the sexual behaviours of young people and once Brook training has been undertaken it can be used to help professionals:

- Make decisions about safeguarding children and young people.
- Assess and respond appropriately to sexual behaviour in children and young people.
- Understand healthy sexual development and distinguish it from harmful behaviour.

By categorising sexual behaviours, the school can work with other agencies to the same standardised criteria when making decisions and can protect children and young people with a multi-agency approach.

The school recognises that it is vital that professionals agree on how behaviours should be categorised regardless of culture, faith, beliefs, and their own experiences or values.

The Brook Traffic Light Tool, profiled by age group, can be found in appendix 4 of this policy.

## **Youth produced Sexual Imagery (Sexting)**

In January 2017 the UK Council for Child Internet Safety (UKCCIS) updated their non-statutory guidance for managing incidents of sexting in their document *Sexting in Schools and Colleges*:

*responding to incidents and safeguarding young people*. The school follows this guidance. There is no clear definition of sexting, but our policy refers to imagery that is created by under 18s and involves photographs, video and streaming.

Incidents covered as Youth produced Sexual Imagery are:

- person under 18 creates an image of themselves and shares it with another person under 18.
- a person under 18 shares an image of another under 18 with a person under 18 or an adult.
- an under 18 is in possession of sexual imagery created by another under 18.

Incidents not covered by the guidance.

- under 18s sharing adult pornography
- under 18s sharing texts without images
- adults sharing images of under 18s, this is child sexual abuse and must always be reported to the police.

Our primary concern at all times must be the welfare and protection of children. Making, possessing and distributing indecent images of anyone under 18 is illegal, this includes imagery of yourself if you are under 18. The term indecent is not defined in law but is likely to include nudity and sexual acts, indecent images may also include sexual images of children in their underwear. Pupils will be made aware of the dangers of sharing such images, including the fact that once such images have been shared, they can never be permanently deleted.

Staff should not view or forward sexual images of a child even if the child is making a disclosure. Staff should listen to and record the child's concerns and, depending on the severity of the incident and the wishes of the child, either delete the images without viewing or hand the written report and any images to the police. Incidents will be dealt with in-line with locally agreed procedures or the school's Behaviour Management Policy depending on the severity of the incident.

## **Domestic Abuse**

Domestic abuse can encompass a wide range of behaviours and may be a single incident or a pattern of incidents. That abuse can be, but is not limited to, psychological, physical, sexual, financial or emotional. It occurs regardless of race, ethnicity, gender, class, sexuality, age, religion, mental or physical ability. Children can be victims of domestic abuse. They may see, hear, or experience the effects of abuse at home and/or suffer domestic abuse in their own intimate relationships (teenage relationship abuse). All of which can have a detrimental and long-term impact on their health, well-being, development, and ability to learn.

The Domestic Abuse Act 2021 received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear or experience the effects of abuse. The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional and economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be "personally connected" (as defined in section 2 of the 2021 Act).

All children can witness and be adversely affected by domestic abuse in the context of their home life where domestic abuse occurs between family members. Experiencing domestic abuse can have a

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

The school is enrolled onto the Operation Encompass scheme, a joint project between West Sussex Police, West Sussex Domestic Abuse Service and West Sussex settings. The system ensures that when the police are called to an incident of domestic abuse, where there are children in the household who have experienced the domestic incident, the police will inform the DSL in the School before the child or children arrive the following day. This ensures that the school has up to date relevant information about the child's circumstances and can enable immediate support to be put in place, according to the child's needs.

## **Radicalisation**

Staff should be aware of any indications that a child holds extremist views of any kind or is intolerant of other groups. Where necessary the school will refer pupils through the Prevent Strategy. Staff should report any incident of intolerance or extreme views to the DSL/DDSL/proprietor who will record the incident and make any referrals, staff can also make direct referrals to the multi-agency safeguarding hub (MASH) using the local authority online form.

## **Honour Based Abuse, Gangs, County Lines**

Staff should be aware of signs that children may be involved in or the victims of serious violence. These may include increased absence from school, change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being or signs of unexplained injuries. Unexplained gifts or new possessions could also indicate that children are involved in or have been approached by gangs or criminal networks. Staff should also be aware of the range of risk factors which increase the likelihood of involvement in serious violence, such as being male, having been frequently absent or permanently excluded from school, having experienced child maltreatment and having been involved in offending, such as theft or robbery.

## **Female Genital Mutilation (FGM)**

The Serious Crime Act 2015 places a duty on professionals including teachers to notify police when they suspect an act of FGM appears to have been carried out on a girl under 18, this will usually come from a disclosure. Teachers will discuss any disclosure with the DSL and safeguarding partners. Teachers should be aware of any indicators that girls may be at risk of FGM and should be alert to the signs that FGM has taken place. This can include long holidays overseas, girls saying that they are reaching an important milestone, female relatives visiting from overseas for a celebration or special event.

## **Safeguarding children against child criminal exploitation (CCE) and child sexual exploitation (CSE)**

Both CCE and CSE are forms of sexual abuse and both take place where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual or criminal activity. Age is the most obvious imbalance of power, but this can also include other factors including gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources. In some cases, the abuse will be in exchange for something the victim needs or wants or

will be to the financial benefit or other advantage of the perpetrator /facilitator. This abuse can be perpetrated by individuals or groups, males or females or children or adults. The abuse can be a 'one off' incident or a series of incidents over time and it can range from opportunistic to complex, organised abuse, the indicators of exploitation are different for boys and girls. It may or may not be accompanied by threats of violence. Victims can be exploited even when activity appears to be consensual, and exploitation can be physical and can be facilitated or take place online.

- staff should be aware of the signs and symptoms that a child may have been exposed to or involved in sexual exploitation.
- staff should be vigilant and listen to conversations that could be linked to exploitation.
- all of the previous recognitions or indicators could be a sign of sexual exploitation or trafficking.

All staff should be aware of the possible health needs that might arise following sexual assault, such as physical, mental and sexual health problems and unwanted pregnancy.

### **Mental Health**

Mental health problems can also be a sign that a child is suffering or is at risk of suffering abuse, neglect or exploitation. Only trained professionals should make a diagnosis of a mental health problem. Staff, however, are well placed to observe pupils' day-to-day behaviour and can identify those whose behaviour suggests they may be experiencing a mental health problem or be at risk of developing one. Where children have experienced abuse, neglect or other potentially traumatic adverse childhood experiences, this can have a lasting impact throughout their lives. Staff should be aware of the impact of children's experiences on their mental health, behaviour and education. If staff have a mental health concern about a child which is also a safeguarding concern, immediate steps should be taken following the steps identified in this policy and/or speaking to the DSL/DDSL.

All staff should be aware of the safeguarding issues which put children at risk of harm. Behaviours linked to issues such as drug taking, alcohol abuse, deliberately missing education and sexting put children in danger.

If staff suspect that a child is being drawn into any external dangers advice should be sought from the DSL/DDSL/Headteacher/Head of School (proprietor) who will refer the matter to an appropriate agency. All staff, including supply staff and volunteers are responsible for pupils' safety and well-being. Safeguarding concerns about a child or young person must be referred to the LA in which the child or young person resides, not the LA in which the school is located, i.e., WSCC. If a staff member does not feel that the school is taking appropriate action, they can refer the case to the relevant LA safeguarding team – see External Contacts Details section above.

We recognise that allegations and safeguarding concerns may affect the well-being of staff. Debriefing will be offered to all staff, particularly after a stressful situation from a member of the Safeguarding team. Additionally, the school offers Employee Assistance Programme (EAP) who can be contacted on [www.healthassuredeap.com](http://www.healthassuredeap.com) or 0800 0305182. Staff will be signposted to this service or another suitable service to offer ongoing support. Likewise, safeguarding situations may affect the well-being of pupils. Pupils will be offered support sessions in school from the Safeguarding team and will be sign posted to external support services as appropriate. Any signposting will be discussed with the pupil

and parents prior to any signposting or referral. In some cases, a referral to CAMHS or Early Help may be appropriate. All referrals are logged via the school HR management system 'You Manage'.

## **Physical Conduct with Pupils**

Some form of physical conduct with pupils by teachers is almost inevitable but all teachers must be aware of the issues relating to touching and the ways in which this might be misconstrued. Teachers must ensure that they are not alone with pupils in classrooms or isolated spaces, any 1:1 work with pupils must always take place in rooms which are visible to other staff and/or pupils. Teachers of younger pupils, who may well attempt to engage in physical displays of affection, should set clear boundaries and ensure that they keep an appropriate physical distance from pupils. If reassurance or support is needed a pat on the shoulder or arm may be appropriate but staff should be aware that some children may not want to be touched. There should be no physical contact with older pupils. If a child has an accident and physical support is needed this should always be carried out by first aiders and with the consent of the child.

The school does not use corporal punishment and staff are asked not to touch pupils in a positive or negative way. Please see the Staff Code of Conduct for guidance about the expectations placed on staff.

The school does not use force or physical restraint towards pupils other than in very specific circumstances, i.e., when not acting to restrain a pupil would put them or another at risk or increased risk of injury or death. Touching or attempting to physically move a distressed child may well worsen the situation, it is better to speak calmly and attempt to reason with the child. If a pupil will not do what a teacher asks them to and is becoming emotionally uncontained or otherwise distressed, the class will be removed from the situation and the pupil will be observed from a distance to ensure that they are safe. Once the pupil is calm staff will deal with the incident.

If a pupil's behaviour is deemed unsafe, for example; they are attempting to remove themselves from school supervision (whether attempting to leave the school premises or while away from school premises during an offsite visit), or is engaging in behaviour or an activity which puts them and/or others at risk, for example trying to climb over the glass safety barrier surrounding the Upper Piazza balcony balustrade, then staff may use reasonable restraint or force to ensure the safety of the child and others. According to Section 93 of the Education and Inspections Act 2006, all members of school staff have a legal power to use reasonable force. In deciding what constitutes a serious incident, staff will be provided with training and guidance on the use of reasonable force and will use their professional judgement to consider the:

- pupil's behaviour and the level of risk presented at the time of the incident
- degree of force used
- effect on the pupil or member of staff
- pupil's age.

## **Safer Recruitment**

Please see the school Recruitment Policy. The school identifies and rejects any applicants who might pose a danger to pupils. All the required checks are carried out and recorded on a single central register (SCR). Staff may not work with pupils in the school until all the checks have been satisfactorily completed. If staff feel that the school is not taking their concerns about safeguarding seriously, they can make a referral to WSSCP MASH on **01403 229900**. If a staff member has concerns about the

leadership and management of the school or about the safety or education of pupils a concern can be raised through the Whistleblowing Procedures.

## **Whistleblowing**

In-line with the guidance provided in KCSIE 2021 all staff and volunteers should be able to raise concerns about poor or unsafe practice and potential failures of the school's Safeguarding and Child Protection Policy and feel sure that their concerns will be taken seriously by the senior leadership team (SLT). If a member of staff feels unable to raise an issue with the SLT or feels that their genuine concerns are not being listened to them should follow the school's Whistleblowing Procedure.

The NSPCC Whistleblowing Helpline is available to staff who do not feel able to raise concerns about safeguarding issues within the school, staff can ring **0808 028 0285** or email [help@nspcc.org.uk](mailto:help@nspcc.org.uk).

## **Induction Procedures**

- All newly appointed staff go through an induction process that includes.
- The school's Safeguarding and Child Protection Policy
- The E-safety Policy
- The identity and role of the DSL/DDSL
- The Staff Code of Conduct
- The Behaviour Management Policy
- The Whistleblowing Policy
- The E-safety Policy
- The Absenteeism and Children Missing Education Policy
- Part 1 of KCSIE 2021 (or any updates) and Annex B

KCSIE Annex B Staff are provided with electronic copies of all documents. At least one member of staff will hold a relevant Level 3 qualification.

## **Additional Safeguarding Requirements for the Early Years Foundation Stage (EYFS)**

This policy applies to the EYFS.

### **Supervision**

Staff Ratios for EYFS are 1:8 for children that are taught by adults who hold the relevant EYFS qualification (minimum NVQ Level 2 Childcare).

On trips outside of school (not including children accessing Broadfield Park, in which the school is situated whereby a minimum ratio of 1:8 is upheld), EYFS stage children will be supervised at a minimum of 1:6 ratio.

The space requirement for the EYFS stage is 2.3m<sup>2</sup> per child. The school's Reception classroom (G03) and adjoining Atelier (G02) have a combined floor space of approximately 57m<sup>2</sup>, affording space for 24 children at the allowance of 2.3m<sup>2</sup> per child.



## **Toilets and Changing**

Children of Reception class age are required to be able to use toilet facilities independently and be able to get dressed / changed for outdoor or sports activities without regular or significant adult assistance. However, children of 4 and 5 years can still require occasional assistance with getting changed and can still have accidents when toileting, necessitating a change of soiled clothes. They may therefore on occasion require some physical assistance with going to the toilet or getting changed and cleaned up. In this instance only the usual class teacher, teaching partner or other staff member who has regular contact and is known well to the child will assist them and this may be done away from other children and staff to afford the child with privacy.

## **Physical contact**

Children at the EYFS stage who are transitioning to school need support and reassurance. Many young children desire physical contact, such as a hug or cuddle, and may make displays of affection or instigate such contact from the adults with whom they spend their time. Whilst staff should not encourage or instigate physical contact, where a child is asking for physical reassurance and would be emotionally distressed should such comfort not be given, then EYFS staff should use their professional judgement in giving a child appropriate physical reassurance. If and when staff do respond to an EYFS pupil's need or request for physical contact, they should ensure this is in the presence of other staff and not while lone working.

## **Mobile phone and cameras**

Please refer to the school's Online Safety Policy and Mobile Phone Policy for stipulations regarding restrictions for the use of mobile phones and cameras.

## **Allegations**

EYFS registered settings are required to inform OFSTED of allegations against people living or working on the premises, or of any other abuse alleged to have taken place on the premises as soon as possible and within 14 days at least.

## **Child Protection Procedure**

Below are the universal principles of how to respond if a child or young person of any age makes a disclosure of abuse.

### **It is important that you;**

- Stay calm and patient.
- Find a quiet place where your conversation will not be interrupted, keeping in mind the school's guidelines about being alone with a child or young person.
- Be welcome, even if the time isn't convenient for you. It may have taken a great deal of courage for them to approach you and they may not do so again.
- Listen carefully and take it seriously.

- Try and make them feel safe and secure. Reassure them that they have done nothing wrong in telling you.
- Ask questions for clarification only.
- Explain what you will do with the information and what will happen next.
- Write down what you have been told as soon as possible by making a brief factual record of the disclosure including the time, setting, people present, detailing what the child said and the child's presentation and behaviour. Use the same words that the child used and do not include any personal feeling or inference. The record should be written as soon as possible after the disclosure is made but not usually while the child is talking. The record should be signed and dated. Record all the actions taken concerning the incident.
- Inform the DSL/DDSL as soon as possible.

**Things to avoid:**

- Do not promise confidentiality. Explain that you may have to tell another adult in order to resolve the issue for the child. If a child asks for confidentiality and they are told this cannot be guaranteed, and as a result they refuse to say anything further, then you should make an immediate report to the DSL/DDSL
- Do not ask leading questions.
- Do not interrupt.
- Do not stop a child who is freely recalling significant events.
- Do not make them repeat what they have already disclosed.
- Do not look panicked, shocked or upset or make any statements which indicate disgust, anger or dismay.
- Do not give an opinion.
- Do not inform the parents until you have had a discussion with the DSL/DDSL
- Do not discuss the issue with anyone else, confidentiality must be maintained.

**Following a disclosure:**

- It is not the school's job to investigate the issue, the school must decide who should be notified and provide any records or information which is required by the appropriate external partners.
- The DSL/DDSL will usually decide on the appropriate course of action, but anyone can seek advice or make a referral to the relevant LA safeguarding team.
- Not all incidents will result in a referral. Small pieces of information may not be significant on their own but can help to contribute to a wider picture of abuse. Staff members need to record all information and their concerns including nagging 'doubts' and 'hearsay.'
- If the incident is serious the DSL or other members of staff will contact the relevant LA safeguarding team, the member of staff reporting the concern should ensure that the referral has been made and the matter followed up.
- All records will be kept in a confidential child protection file which will be kept in a locked cabinet in the school Office. Records made by staff may be used in criminal proceedings.
- Staff may report concerns using a paper form or directly into the school's safeguarding database - CPOMS.

If you have not received a direct disclosure, you should still report your concerns and your reasons for

them, using either the paper form or the school's safeguarding database CPOMS, as appropriate and pass the information to the DSL or DDSL as soon as possible.

A poster summarising the above procedure is available in Appendix 2 to be displayed throughout the school for easy reference by staff.

### **Reporting a Concern**

- Staff should report any concerns they may have to a member of the safeguarding team without delay.
- Staff should make a written record of their concern, especially including details of any disclosure from a pupil at the earliest opportunity.
- If onsite and with access to systems, Staff should report concerns using the school's safeguarding database CPOMS.
- If offsite or otherwise without access to CPOMS, Staff should report concerns using the paper form SGC01 and SGC02 as appropriate – see Appendix 5.
- Printed copies of the safeguarding forms are available from the school Office, and copies are also to be taken in the school vehicles and in class outing bags.
- Any concerns made via a paper form will be added to CPOMS by a member of the Safeguarding team, and the paper form retained on the physical safeguarding file.
- The school maintains paper safeguarding files and uses the CPOMS platform to receive, track and manage concerns.
- The CPOMS system is also used to track all learning conversations and meetings with parents.

### **Response:**

Any safeguarding issues or concerns about a child or young person must be reported to the LA in which the child resides, not the LA in which the school is registered. The majority of Atelier 21 pupils reside in the same LA as the school, but due to some pupils travelling to attend the school they may be different. Contact details for WSCC LA safeguarding teams and for neighbouring LAs can be found in the External Contact Details section above.

If a child is in immediate danger or in need of early intervention, we will contact the relevant LA's safeguarding team or multi-agency safeguarding hub (MASH).

### **Contact details for the WSCC Multi-Agency Safeguarding Hub (MASH) via the Integrated Front Door are:**

Email: [WSChildrenservices@westsussex.gov.uk](mailto:WSChildrenservices@westsussex.gov.uk) Phone: **01403 229900** (Mon to Fri, 9am-5pm)

At all other times, including nights, weekends and bank holidays, contact the 'out of hours' emergency team: **0330 222 6664 / 07711 769 657**

If a child arrives at school with a mark or injury, a member of staff will ask the parents/careers how this occurred and will ask for an Existing Injuries Form (EIF see Appendix 4) to be signed to record that the mark / injury did not occur at school. The form should then be filed in the child's Personal File in the main School Office. If the member of staff completing the EIF has any concerns about the injury or explanation given, they should refer the details to the DSL or DDSL.

Information about child protection issues or concerns must only be shared on a need-to-know basis. The person who has the concern should share this with the DSL/DDSL/Headteacher or Head of School

(proprietor) unless the concern is about one of these individuals in which case follow the guidance provided in the policy. Whilst confidentiality is important, concerns about confidentiality should never be used as an excuse or reason for inaction.

## **Information Sharing**

The school recognises the importance of sharing, holding and using information to identify and tackle and neglect and promote children's welfare. Information about safeguarding concerns will be shared with local safeguarding partners at an early stage. The school is aware of its responsibilities under the Data Protection Act 2018 and staff have due regard to data protection principles which allow them to share and withhold personal information. This includes understanding that the 'safeguarding of children and individuals at risk' is a processing condition that allows practitioners to share special category personal data without consent where there is good reason to do so and where the sharing of such data will enhance the safeguarding of a child in a timely manner but it is not possible to gain consent, it cannot reasonably be expected that a practitioner gains consent or gaining consent would place a child at risk. The Data protection Act 2018 and GDPR do not prevent the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be a barrier to safeguarding and protecting the welfare of children. Similarly human rights concerns such as the right to a private family life would not prevent information sharing when there are concerns. The decisions about how much information to share and with whom will ensure that an individual receives the right support at the right time. Poor or non-existent information sharing is a factor frequently identified during Serious Case Reviews carried out following the death or serious injury of a child. Staff members should not assume that someone else will pass on information which may be important in keeping a child safe. The DSL will always confirm the referral of a concern but if not ask again. Any member of staff can make a referral or pass on concerns to external agencies.

## **Special Educational Needs and Disabilities (SEND)**

An additional barrier can arise when recognising abuse and neglect of pupils with special educational needs and disabilities. Staff should avoid assumptions that changes in behaviour, mood or injuries relate to the child's SEND rather than being indicators of abuse. Staff should also be aware that children with SEND are at increased risk from bullying and abuse but may not show any outward signs of distress and may not be able to communicate their concerns. Pupils with SEND are at a higher risk of social isolation so extra support from teachers and greater vigilance is required.

## **Visitors/Consultants/Contractors to School**

The school will ensure that it complies with the Prevent Duty which requires the school to verify the suitability of all visiting speakers. Schools do not have the power to demand DBS checks for visitors, but all visiting consultants will be asked to provide their DBS check and photographic ID. Contractors will be asked to provide their DBS check before arriving at the school and photographic ID on arrival. For contractors who do not hold a DBS check work may be organised outside of school opening hours, such as school holidays. All visitors will be supervised and will follow the school's safeguarding requirements. Visitors will not normally be left unsupervised, the exceptions to this are inspectors and appropriately certified consultants. All visitors are asked to sign in and are given a badge.

## **Use of the school premises for non-school related activities or services**

The school recognises that we have a responsibility to ensure every reasonable measure is taken when the school premises are being used for non-school related activities or services. Any activities or services provided by the school and directly supervised by school staff; the school's safeguarding arrangements will apply.

Where the school is being used for activities and services not related to the school and/or supervised by school staff and involve children, young people and/or vulnerable people the school will ensure that the hirers responsible for the activities or service have appropriate safeguarding and child protection policies and procedures in place.

## **Absenteeism, Children Missing Education and Elective Home Education**

The school's Attendance Policy and Absenteeism and Children Missing Education Policy identifies the steps to be taken if a child is believed to be missing from education after leaving the school, or if absent from their education at the school. The DSL/DDSL will log incidents and contact parents and other agencies as required. The school will inform the LA if a child is missing for 10 days or more and if parents cannot be contacted or provide a reasonable explanation for the child's absence.

The school will notify the local authority (LA) if it is going to remove a pupil from the school roll. The school will provide full details about the child, including the name of the school they are moving to and confirmation that the child has been enrolled. If the whereabouts of the child are unknown the school and LA will make every effort to locate them.

The school recognises that parents or carers can express their intention to educate a child at home. Although many children have positive experiences of home education, for some children it means they are less visible to services to keep them safe and supported. When parents express an intention to educate their child(ren) at home the school will work with parents, the local authority and key professionals to coordinate a meeting to plan the transition and support access.

If a child is added to the school roll at a non-standard admission point the WSCC LA will be notified within 5 working days. The WSCC LA will be notified of all admissions during standard admission points.

**Local Authority:** West Sussex County Council

**Department:** Pupil Entitlement Investigation Office

**Email:** [pei.areac@westsussex.gov.uk](mailto:pei.areac@westsussex.gov.uk)

**Telephone Number:** 0330 222 8200

## **Dealing with the media**

Should an allegation be made, the school will make every effort to uphold confidentiality and guard against publicity while the allegation is being considered or under investigation. There are reporting restrictions which prevent the publication of any materials which may lead to the identification of any member of staff who has been accused by or on behalf of a student from the same school where that identification would identify the staff member as the subject of the allegation. The reporting restrictions apply until the point at which the accused person is charged with an offence or until the Secretary of State publishes information about an investigation or a decision in a disciplinary case arising from the allegation. The reporting restrictions also cease to apply if the individual to whom the

restrictions apply waives their right to anonymity by going public themselves or by giving their written consent for another to do so or if a judge lifts the restrictions. The legislation makes clear that the publication of material leading to the identification of an adult who is the subject of an allegation is prohibited.

In most cases WSSCP's MASH and / or the WSCC LADO will have agreed who needs to know and what information can be shared, how to manage speculation and gossip, what information can be provided to the local community in order to limit speculation and how to manage press interest if and when it should arise.

## **Transferring Child Protection Files**

The DSL/DDSL is responsible for ensuring that any child protection files are transferred to other schools securely. Where possible such information should be hand delivered. Where a school has CPOMS as their recording system, files will be transferred via the CPOMS platform. If it is transferred electronically, it must be sent to a secure email address and to a named person. A receipt should be requested from the receiving school. The DSL will consider what information will be transferred but it is important to give the receiving school a secure understanding of what the issues are and what action has been taken. The DSL will have a conversation with the DSL of the receiving school. All information will be transferred within 5 working days of a child moving to a new school.

## **Record Keeping**

Child protection records should be retained by the last school attended. The long-term security of relevant safeguarding documents is crucial should allegations of abuse arise. All child protection records should be retained from the date of birth of the pupil plus 50 years. These documents include safeguarding policies and any revisions, records of safeguarding training, records of allegations or incidents including notifications to the appropriate authorities, copies of information and correspondence relating to the abuse of students' whilst in the school's care, copies of public liability policies. Should the school cease to operate such records will be placed in the care of a solicitor, accountant or professional storage company.

All safeguarding concerns are recorded on CPOMS. If CPOMS is not available, then a safeguarding concerns form is completed and given to the DSL/DDSLs. This will be entered on to CPOMS at the earliest opportunity and the original Safeguarding Concerns form placed in the pupil's safeguarding file. Any safeguarding concern must include a clear and comprehensive summary of the concern, this is to include details of how the concern was followed up and resolved, a note of any action taken, decisions reached and the outcome.

## **Transporting Children**

Only School vehicles will be used to transport students for off-site activities and educational visits, as well as drop off and pick up collection service. These vehicles are registered at the school and only staff with who hold all the full relevant checks can drive these. No staff cars will be used in any circumstance. For more information, please see the Transportation and School Vehicle Policy.

## **School Trips**

The School will strive for school trips to be attended by at least one female and one male member of staff; or parent volunteers who will be supervised during the trip by a member of staff. Before using public toilets, a member of staff or accompanying volunteer will check the toilets are empty and wait outside. The school also has two RADAR keys which can be used to access disabled toilets.

## Use of AI in Schools

Artificial intelligence (AI) is increasingly being used in schools, both in the classroom and outside of it. AI tools can be used for a variety of purposes, such as personalizing learning, providing feedback, and grading assignments. However, it is important to be aware of the potential risks associated with the use of AI in schools, and to take steps to safeguard students.

### Safeguarding Students When Using AI

The school will take the following steps to safeguard students when using AI:

- Carefully select AI tools. The school will research AI tools before using them in the classroom or with students. The school will make sure that the tools are appropriate for the age and developmental level of our students, and that they have appropriate privacy and security safeguards in place.
- Provide training to staff and students. The school will provide training to staff and students on the safe use of AI tools. This training will cover topics such as how to avoid bias in AI tools, how to protect privacy, and how to report any concerns about AI use.
- Monitor student use of AI tools. Through the use of Impero, the school will monitor student use of AI tools to ensure that they are being used safely and appropriately. Teachers will review student work for signs of bias or plagiarism.

Some of the specific risks associated with the use of AI in schools include:

- Bias. AI tools can be biased, which could lead to students being treated unfairly. For example, an AI tool that is used to grade essays could be biased against certain groups of students, such as students from minority backgrounds.
- Privacy. AI tools collect a lot of data about students, including their academic performance, their online activity, and their personal information. The school will ensure that this data is collected and used in a safe and responsible manner, in line with GDPR and existing school policies.
- Misinformation and disinformation. AI tools can be used to generate and spread misinformation and disinformation. The school will teach students how to identify and evaluate information from AI sources.

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Document Review			
Version	Amendment	By	Date
1.0	Initial Release	H Peacock	January 2020
1.1	Updated with local authority contact details	D Hearn	29/06/2020
1.2	Amended wording regarding use of reasonable force / restraint.	D Hearn	14/07/2020
1.3	Policy update following KCSIE September 2020	D Hearn	03/08/2020
1.4	Update of DSL / DDSL details and system used to report concerns. Updated forms in Appendix 5. Phone numbers checked.	D Hearn	March 2021
1.5	Updates to EYFS section, update KSCIE, arrangements for contractors, transportation of students	Danni Hayes	29/04/2021
1.6	Updated LADO details	Danni Hayes	21/06/2021
2.0	Policy updates following KCSIE September 2021, LA Contact updates and school signage updates.	Jo Epps	01/11/2021
2.1	Update to EYFS ratios	Danni Hayes/Hayley Peacock	13/01/2022
3.0	Policy updates following KCSIE September 2022	Jo Epps	10/10/2022
3.1	Policy updated to include 'Brooks sexual behaviours traffic light tool'.	Jo Epps	16/06/2023
3.2	Updates to Safeguarding Team, AI and Trips	Matt Patrick	4/10/2023
3.3	Update to include Near Miss Incident Form	Becci Gooding	27/11/2023



## Appendix 1

### Safeguarding Contacts

West Sussex	Contact details
<b>West Sussex Safeguarding Children Partnership:</b> -	<b>Email:</b> <a href="mailto:wsscp@westsussex.gov.uk">wsscp@westsussex.gov.uk</a> <b>Phone:</b> 0330 222 7799
<b>WSSCP's Integrated Front Door</b> Access to the MASH team and Early Help	<b>Email:</b> <a href="mailto:WSChildrengroups@westsussex.gov.uk">WSChildrengroups@westsussex.gov.uk</a> <b>Phone:</b> 01403 229900 (Mon to Fri, 9am-5pm) At all other times, including nights, weekends and bank holidays, contact the 'out of hours' emergency team: <b>0330 222 6664 / 07711 769 657</b>
<b>Local Authority Designated Officer (LADO):</b> For concerns or allegations concerning an adult who works with children, i.e., a teacher.	<a href="mailto:lado@westsussex.gov.uk">lado@westsussex.gov.uk</a> <b>Phone:</b> 0330 222 6450 (9am – 5pm) West Sussex Out of Hours (Emergency Duty Team) <b>0330 222 6664</b> (5pm – 9am)
<b>MASH Education Advisor:</b> Safeguarding in Education	<b>External:</b> 03302 222134 <b>Mobile:</b> 07566 774793 <b>Safeguarding in Education Line:</b> 03302 224030 <b>E-mail:</b> Gabrielle.Rodrigues@westsussex.gov.uk
Neighbouring Local Authorities Contacts for Child Protection Referrals	Contact details
<b>East Sussex</b> Single Point of Advice (SPoA) Mon-Thurs 8.30am-5pm and Fri 8.30am-4.30pm.	<b>Phone:</b> 01323 464222 <b>Email:</b> <a href="mailto:0-19.SPOA@eastsussex.gov.uk">0-19.SPOA@eastsussex.gov.uk</a> Out of Hours Social Care Service - Children's services: 01273 335905/6
<b>Brighton &amp; Hove</b> Multi Agency Safeguarding Hub (MASH) / Front Door for Families	<b>Phone:</b> 01273 290400 <b>Email:</b> <a href="mailto:FrontDoorForFamilies@brighton-hove.gcsx.gov.uk">FrontDoorForFamilies@brighton-hove.gcsx.gov.uk</a>
<b>Surrey County Council</b>	<b>Phone:</b> 0300 470 9100 (available 9am to 5pm, Monday to Friday) Out of Hours: 01483 517 898 <b>Email:</b> <a href="mailto:cspa@surreycc.gov.uk">cspa@surreycc.gov.uk</a>
National Contacts	Contact details
<b>DfE</b> dedicated non-emergency helpline for support and advice about extremism (11am-3pm Mon-Fri)	<a href="mailto:counter.extremism@education.gov.uk">counter.extremism@education.gov.uk</a> <b>020 7340 7264</b>
<b>Sussex Police Prevent Team:</b> For Channel Police referrals (for radicalisation concerns)	<a href="mailto:prevent@sussex.pnn.police.uk">prevent@sussex.pnn.police.uk</a> <b>101</b>

## Appendix 2

### Pupil Disclosure Guidance for Staff

These are the universal principles of how to respond if a child or young person of any age makes a disclosure of abuse.

- ✓ Stay calm and patient.
- ✓ Find a quiet place a where your conversation will not be interrupted, keeping in mind the school's guidelines about being alone with a child or young person.
- ✓ Be welcoming. It may have taken a great deal of courage for them to approach you and they may not do it again.
- ✓ Listen carefully and take it seriously.
- ✓ Try and make them feel safe and secure. Reassure them that they have done nothing wrong in telling you.
- ✓ Ask clarification questions only.
- ✓ Explain what you will do with the information and what will happen next.
- ✗ Do not asking leading questions, i.e. 'Did X hurt you?'
- ✗ Do not interrupt or give an opinion.
- ✗ Do not stop a child who is freely recalling significant events.
- ✗ Do not make them repeat what they have already disclosed.
- ✗ Do not look panicked, shocked, or upset or make any statements which indicate disgust, anger, or dismay.
- ✗ Do not inform the parents until you have had a discussion with the DSL/DDSL
- ✗ Do not discuss the issue with anyone else, confidentiality must be maintained.

#### **DO NOT PROMISE CONFIDENTIALITY**

- Explain that you cannot guarantee confidentiality and that you may have to tell another adult in order to help resolve the issue for the child. If as a result they refuse to say anything further, then you should make an immediate report to the DSL/DDSL.

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#### **RECORD THE INFORMATION**

- Write a written record of the account, word for word and exactly as the child has said it.
- Do not elaborate or put your own assumptions or inferences into the record.
- Use the exact words the child used for things, e.g., if they used a different word to describe their genitals, you **MUST** use their word.
- The written record can either be recorded on a 'Safeguarding Concern' form or on CPOMS.
- Ensure notes include the date and time of the disclosure.
- The full name of anyone else present
- All adult who hears the disclosure **MUST** provide a written record.
- Pass the notes and speak to the DSL/DDSL about the disclosure – do not assume they would have seen you written record.

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#### **INFORMING PARENTS**

- Some information may be shared with the parents. This will be the decided by the DSL/DDSL/Local authority Safeguarding team. While we always try to work with parents, if it is felt that a child may be endangered by discussing the content of the disclosure with parents, we will act without gaining parental consent.
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**Matt Patrick**  
**DSL and SENCO**

**Becci Gooding**  
**DDSL and Head Teacher**

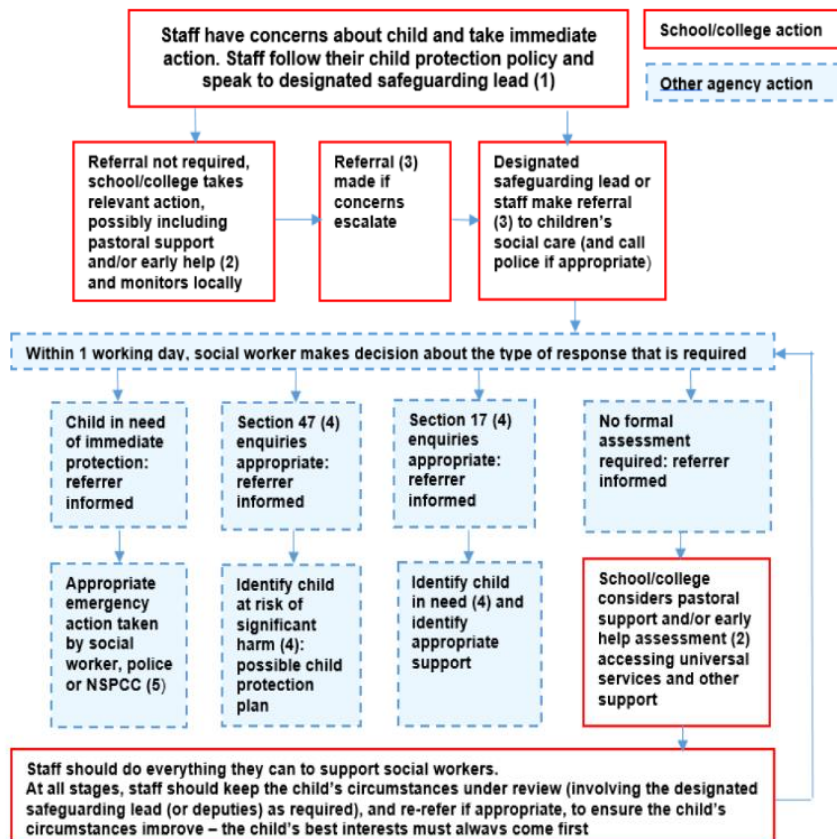
**Richard Keightley**  
**DDSL and Deputy Head**  
**Teacher**

**REMEMBER! Some of the most serious failings in child protection have occurred in part because people weren't sure if what they saw or heard was serious enough to be passed on.**

**If you are unsure you MUST speak to the DSL or DDSL.**

## Appendix 3

### Actions where there are concerns about a child



## Appendix 4



# SEXUAL BEHAVIOURS

●●● TRAFFIC LIGHT TOOL

## Behaviours: age 0 to 5 years

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

### Green behaviours

- holding or playing with own genitals
- attempting to touch or curiosity about other children's genitals
- attempting to touch or curiosity about breasts, bottoms or genitals of adults
- games e.g. mummies and daddies, doctors and nurses
- enjoying nakedness
- interest in body parts and what they do
- curiosity about the differences between boys and girls

### Amber behaviours

- preoccupation with adult sexual behaviour
- pulling other children's pants down/skirts up/trousers down against their will
- talking about sex using adult slang
- preoccupation with touching the genitals of other people
- following others into toilets or changing rooms to look at them or touch them
- talking about sexual activities seen on TV/online

### Red behaviours

- persistently touching the genitals of other children
- persistent attempts to touch the genitals of adults
- simulation of sexual activity in play
- sexual behaviour between young children involving penetration with objects
- forcing other children to engage in sexual play

#### What is green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

#### What can you do?

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

#### What is amber behaviour?

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

- unusual for that particular child or young person
- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

#### What can you do?

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

#### What is red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

#### What can you do?

Red behaviours indicate a need for immediate intervention and action.

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

Brook Sexual Behaviours Traffic Light Tool adapted with permission from True Relationships & Reproductive Health. (2012). Traffic Lights guide to sexual behaviours in children and young people: identify, understand and respond. Brisbane: True Relationships & Reproductive Health, Australia.

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## Behaviours: age 5 to 9 years

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

### Green behaviours

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

### Amber behaviours

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

### Red behaviours

- frequent masturbation in front of others
- sexual behaviour engaging significantly younger or less able children
- forcing other children to take part in sexual activities
- simulation of oral or penetrative sex
- sourcing pornographic material online

#### What is green behaviour?

Green behaviours reflect safe and healthy sexual development. They are:

- displayed between children or young people of similar age or developmental ability
- reflective of natural curiosity, experimentation, consensual activities and positive choices

#### What is amber behaviour?

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

- unusual for that particular child or young person
- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

#### What is red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

#### What can you do?

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

#### What can you do?

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

#### What can you do?

Red behaviours indicate a need for immediate intervention and action.

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## Behaviours: age 9 to 13 years

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

### Green behaviours

- solitary masturbation
- use of sexual language including swear and slang words
- having girl/boyfriends who are of the same, opposite or any gender
- interest in popular culture, e.g. fashion, music, media, online games, chatting online
- need for privacy
- consensual kissing, hugging, holding hands with peer

### Amber behaviours

- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- verbal, physical or cyber/virtual sexual bullying involving sexual aggression
- LGBT (lesbian, gay, bisexual, transgender) targeted bullying
- exhibitionism, e.g. flashing or mooning
- giving out contact details online
- viewing pornographic material
- worrying about being pregnant or having STIs

### Red behaviours

- exposing genitals or masturbating in public
- distributing naked or sexually provocative images of self or others
- sexually explicit talk with younger children
- sexual harassment
- arranging to meet with an online acquaintance in secret
- genital injury to self or others
- forcing other children of same age, younger or less able to take part in sexual activities
- sexual activity e.g. oral sex or intercourse
- presence of sexually transmitted infection (STI)
- evidence of pregnancy

#### What is green behaviour?

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#### What can you do?

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#### What is amber behaviour?

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

- unusual for that particular child or young person
- of potential concern due to age, or developmental differences
- of potential concern due to activity type, frequency, duration or context in which they occur

#### What can you do?

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

#### What is red behaviour?

Red behaviours are outside of safe and healthy behaviour. They may be:

- excessive, secretive, compulsive, coercive, degrading or threatening
- involving significant age, developmental, or power differences
- of concern due to the activity type, frequency, duration or the context in which they occur

#### What can you do?

Red behaviours indicate a need for immediate intervention and action.

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## Behaviours: age 13 to 17 years

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

### Green behaviours

- solitary masturbation
- sexually explicit conversations with peers
- obscenities and jokes within the current cultural norm
- interest in erotica/pornography
- use of internet/e-media to chat online
- having sexual or non-sexual relationships
- sexual activity including hugging, kissing, holding hands
- consenting oral and/or penetrative sex with others of the same or opposite gender who are of similar age and developmental ability
- choosing not to be sexually active

### Amber behaviours

- accessing exploitative or violent pornography
- uncharacteristic and risk-related behaviour, e.g. sudden and/or provocative changes in dress, withdrawal from friends, mixing with new or older people, having more or less money than usual, going missing
- concern about body image
- aking and sending naked or sexually provocative images of self or others
- single occurrence of peeping, exposing, mooning or obscene gestures
- giving out contact details online
- joining adult- only social networking sites and giving false personal information
- arranging a face to face meeting with an online contact alone

### Red behaviours

- exposing genitals or masturbating in public
- preoccupation with sex, which interferes with daily function
- sexual degradation/humiliation of self or others
- attempting/forcing others to expose genitals
- sexually aggressive/exploitative behaviour
- sexually explicit talk with younger children
- sexual harassment
- non-consensual sexual activity
- use of/acceptance of power and control in sexual relationships
- genital injury to self or others
- sexual contact with others where there is a big difference in age or ability
- sexual activity with someone in authority and in a position of trust
- sexual activity with family members
- involvement in sexual exploitation and/or trafficking
- sexual contact with animals
- receipt of gifts or money in exchange for sex

#### What is green behaviour?

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## Appendix 5

### Existing Injury Form

This form is to be completed by a member of staff when a pupil attends school with an existing injury or marks which DID NOT occur whilst attending school

**Do NOT use this form to document / record injuries or marks that occur whilst the pupil was attending school. These should be recorded using the Accident, Incident and Near Miss Form**

Pupil's full name:	Date this form is being completed:
Pupil's D.O.B.	
Details of existing injury: How did it happen?  When did it happen (date)?	
Description of marks:	
Describe location of marks on body:  Complete Body map (overleaf) to support the description above	
Parent Name and signature:	
Staff Member completing this form and signature:	
Manager Name and signature:	

Return completed forms to the School Office

## Appendix 6



# Safeguarding Concern: Incident Report Form

**Name of Child:** \_\_\_\_\_ **Class:** \_\_\_\_\_  
(including surname)

**Date:** \_\_\_\_\_

**Time of day:** \_\_\_\_\_

**Name of adult recording concern:** \_\_\_\_\_

**Reason for the safeguarding concern:** *(brief statement of the safeguarding issue) \**

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**What was happening before and throughout the time the concern was noticed or the disclosure made (eg where were you, who else was around, what activity was happening etc) \***

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**Signed by referrer:** \_\_\_\_\_

**Concerns referred to:** *(circle one)*

*Jo Epps – DSL*

*Becci Gooding – DDSL*

*Taff Atkinson – DDSL*

*Hayley Peacock – Proprietor/Head of School*

*\*Please continue on a separate sheet if you feel that you need to.*

*\*\*Please complete a body map if there are physical marks that need to be recorded.*

**To be completed by Jo Epps, Becci Gooding, Taff Atkinson, Hayley Peacock:**

**Immediate response:**

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**Outcome:**

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**Issues to be followed up (by whom and when?)**

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The Body Map is to be completed only when necessary, alongside Safeguarding Concern Incident Report Form (SGCo1).

Do not complete in isolation. Please staple to the SGCo1 form and hand to the DSL or DDSL.

The form includes two human silhouettes (one for a child and one for an adult) and several diagrams of body parts: two hands, two heads, two feet, and two feet with toenails. To the right of the silhouettes is a table for recording information.

Name of child:	
Date:	
Signed:	
Name of adult:	

## Safeguarding: Incident & near miss

### NOTES:

Please note that the nature of the issue raised or being reported may necessitate differing follow-up protocols. For example a safeguarding concern may be reported differently to an illness or injury.

A report form such as this should contribute to, and be an integral part of, a robust protocol for reporting, responding to & learning from incidents and concerns.

Occasionally, what may appear to be the everyday nature of these occurrences sometimes makes them hard to identify and risk can often be overlooked or unnoticed. In some cases, something could have gone wrong, but it has been prevented. In others, something did go wrong but no serious harm was caused.

### Incident & near miss report form

This form is designed to report ALL significant incidents, as well as near misses or close calls. It should be completed by the worker who witnessed the incident, was most directly involved or who provided first aid if relevant. Once completed it must be submitted as per the organisation's reporting protocols.

<b>Name &amp; role of person completing this form:</b>	
<b>Trip or activity</b>	<b>Date form is completed:</b>

<b>Event Category (please circle):</b> <i>[e.g. MAJOR / SIGNIFICANT / MINOR - should link to organisational protocols]</i>	<b>Nature of event (please circle):</b> <i>[e.g. Medical / near miss / behavioural / missing person / loss or damage to property / data loss or breach - should link to organisational protocols]</i>
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<b>Incident Details:</b> Date/ Time:	Group name:
Names of person(s) involved: Consider anonymising in sensitive cases where this will not negatively impact the ability to take immediate response actions:	Nature of involvement: <i>(i.e. injured party, witness, alleged perpetrator etc):</i>
Location of incident:	Details of Conditions if relevant (e.g. weather):

Description of what happened and how it happened (continue on separate sheet if necessary): (N.B. Consider including 3 <sup>rd</sup> party accounts of the event as an annex if applicable or helpful. Include the reference number on each accompanying account)		
<b>Outcome of event &amp; immediate actions taken: tick box where relevant</b>		
<ul style="list-style-type: none"> <li>• Ambulance required? Y/N</li> <li>• Name of hospital / medical facility attended if applicable:</li> <li>• Police/fire/rescue services attended? Y/N</li> </ul> Notes:	First aid treatment provided: and by whom	Medication given:
Any resulting change of plans or disruption to the activity, if applicable:	Disciplinary procedures enacted:	Were any immediate changes to risk management procedures made?

**Line Manager comments** (actions taken / impact on rest of programme /external agency involvement /initial lessons learned):

Signed By Author:	Name:	Date:
Signed By Line Manager:	Name:	Date:

**For Office Use Only:**

Follow-up action required:		
Action:	Due date:	Whom responsible: