

# **Safeguarding and Child Protection Policy and Procedures**

## **GREENFIELDS EDUCATIONAL TRUST**

This policy was adopted on 14<sup>th</sup> October 2016.

This document is based on the East Sussex model policy for Safeguarding and Child Protection. It has been amended in line with the statutory government guidance Keeping Children Safe in Education, as revised and re-issued in September 2016.

NB: The proprietor of a school (in this case Greenfields Educational Trust) must review their safeguarding policy and procedures on an annual basis, or more frequently as required.

This policy is due for review on or before 14<sup>th</sup> October 2017.

NB: Revisions in **TURQUOISE** were made on Tuesday January 17<sup>th</sup> 2017

## Key contacts

Role	Name	Contact details
Designated Safeguarding Lead	Executive Head: Jeff Smith	01342 822189
Designated Safeguarding Lead	Trust Management: Veronica Tupholme	01342 822189
Designated Safeguarding Lead	Trust Management/Human Resources: Astra Fear	01342 822189
Nominated Trustee for Safeguarding and Child Protection	Sue Rush	01342 822189
Chair of the Trust	Peter Hodkin	01342 822189
Student Consultant	Franca Miltenburg	01342 822189
Trust Management	Veronica Tupholme	01342 822189
Trust Representative for Railway Approach	Astra Fear	01342 317417
Manager, Effective Education Centre	Brenda McQuade	01342 317417
Local Authority Designated Officer (LADO)	Amanda Glover amanda.glover@eastsussex.gov.uk	07825 782793
Children's Social Care – for reporting concerns. Single Point of Advice (SPOA)	Email: 0-19.SPOA@eastsussex.gov.uk	01323 464222
	Emergency Duty Service – after hours, weekends and public holidays	01273 335906 01273 335905
Targeted early help services for children	Family Keywork Central Team	01273 335966
Police	Non-emergency number	101
Department for Education	Dedicated helpline counter-extremism@education.gsi.gov.uk	02073 407264

## **Safeguarding and Child Protection Policy**

### **1 INTRODUCTION**

- 1.1. Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families in any of the [Greenfields Educational](#) Trust facilities has a role to play. The facilities include: the Effective Education Centre, Greenfields English Language College, the HELP Centre, Greenfields Montessori Nursery and Greenfields School.
- 1.2. Pupils' welfare is the paramount concern. The governing body, Greenfields Educational Trust, will ensure that all staff will safeguard and promote the welfare of pupils and work together with other agencies to ensure that there are adequate arrangements to identify, assess and support those children who are suffering or likely to suffer harm. This is the essential role of all staff members.

### **2. Ethos**

- 2.1 The Trust believes that staff should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.
- 2.2 The Trust recognises the importance of providing an educational environment that will help children feel safe and respected. It recognises the importance of enabling children to talk openly and to feel confident that they will be listened to.
- 2.3 The Trust will work with parents to build an understanding of its responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

### **3 SCOPE**

- 3.1 In line with the law, this policy defines a child as anyone under the age of 18 years.
- 3.2 This policy applies to all members of staff employed by the Greenfields Educational Trust, including all permanent, temporary and support staff, volunteers, contractors and external service or activity providers, and members of the Trust and Trust Management.

### **4 THE LEGAL FRAMEWORK**

- 4.1 Section 157 of the Education Act 2002 places a duty on governing bodies of Independent schools to make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of pupils, in line with Section 175 of the same Act.
- 4.2 Under section 10 of the Children Act 2004, all independent schools are required to co-operate with the local authority to improve the well-being of children in the local authority area.

- 4.3 Under section 14B of the Children Act 2004, the Local Safeguarding Children Board can require a school to supply information in order to perform its functions. This must be complied with.
- 4.4 This policy and the accompanying procedure have been developed in accordance with the following statutory guidance and local safeguarding procedures:
- *Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children, March 2015*
  - *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2016.*
  - [Pan-Sussex Child Protection and Safeguarding Procedures](#)

## 5 ROLES AND RESPONSIBILITIES

- 5.1 Greenfields' Designated Safeguarding Lead, with overall responsibility for child protection and safeguarding is the **Executive Head**, Jeff Smith, supported by [Veronica Tupholme \(Greenfields School and Railway Approach\)](#), [Astra Fear \(Greenfields School and Station Approach\)](#), and [Brenda McQuade \(Railway Approach\)](#). This ensures there is appropriate cover for this role at all times within the Trust's facilities. The DSL's responsibilities are described in Appendix A [of this document](#).
- 5.2 The Trust has a **nominated trustee**, Sue Rush, who is responsible for safeguarding and championing good practice, liaison with the DSL's and for providing information and reports to the governing body.
- 5.3 The **case manager for dealing with allegations** of abuse made against school staff members is the Executive Head. In cases of abuse in the other Trust facilities, it is the [relevant](#) Trust Representative. The case manager for dealing with allegations against the Executive Head or Trust Representative is the Chair of the Trust, Peter Hodkin. The procedure for managing allegations is detailed in Appendix B. See also the statutory guidance Keeping Children Safe in Education, [September 2016](#).
- 5.4 The **Executive Head** and the **Trust Representative** will ensure that the policies and procedures adopted by the Trust are fully implemented and sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities.
- 5.5 The **Trust and Trust Management** is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the Trust's ethos and reflected in day-to-day practice.
- 5.6 **All staff members, governors, volunteers and external providers** have been trained to recognise signs and symptoms of abuse and about their response to pupils who disclose abuse or about whom we have concerns. [The proprietors \(Greenfields Educational Trust\) ensure that all staff read at least Part 1 and Appendix A of the statutory safeguarding guidance document Keeping Children Safe in Education, September 2016. Part 1 of KCSIE relates to what all school and college staff should know and do and Annex A contains important additional information about specific forms of abuse and safeguarding issues.](#)

## 6 SUPPORTING CHILDREN

- 6.1 The Trust and its staff and volunteers recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helpless, humiliated and some sense of blame. Schooling may be the only stable, secure and predictable element in their lives.
- 6.2 The Trust and its staff and volunteers accept that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 6.3 The Trust and its staff and volunteers will support all pupils by:
- ensuring a comprehensive curriculum response to e-safety, enabling children and parents to learn about the risks of new technologies and social media and to use these responsibly;
  - ensuring that child protection is included in the curriculum to help children stay safe, recognise when they do not feel safe and identify who they might or can talk to;
  - providing pupils with a number of appropriate adults to approach if they are in difficulties;
  - supporting the child's development in ways that will foster security, confidence and independence;
    - encouraging development of self-esteem and self-assertiveness while not condoning aggression or bullying;
    - ensuring repeated hate incidents, e.g. racist, homophobic or gender- or disability-based bullying, are considered under child protection procedures;
  - liaising and working together with other support services and those agencies involved in safeguarding children; and
  - monitoring children who have been identified as having welfare or protection concerns and providing appropriate support.

## 7 CHILD PROTECTION AND SAFEGUARDING PROCEDURE

- 7.1 The Trust has developed a structured procedure in line with [Pan-Sussex Child Protection and Safeguarding Procedures](#) and [Keeping Children Safe in Education, September 2016](#), which will be followed by all members of the Trust in cases of suspected abuse. This is detailed in **Appendix B**.
- 7.2 In line with the procedures, the relevant Children's Services Duty and Assessment Team will be notified as soon as there is a significant concern.
- 7.3 The names of the DSL's will be clearly advertised in Greenfields School and other Trust facilities with a statement explaining their role in referring and monitoring cases of suspected abuse.
- 7.4 The Trust will ensure all parents and carers are aware of the responsibilities of staff members to safeguard and promote the welfare of children and publish this policy on relevant websites.

## 8 RECORD KEEPING

- 8.1 All child protection and welfare concerns will be recorded and kept in line with the East Sussex Local Safeguarding Children Board guidance [\*Keeping Child Protection and Welfare Concerns: Guidance for Early Years Settings, Schools and Colleges January 2014.\*](#)
- 8.2 The DSL will support any pupil about whom there have been concerns by ensuring that all appropriate information, including child protection and welfare concerns, are forwarded under secure, confidential cover to a pupil's new school as a matter of priority.

## 9 SAFER WORKFORCE AND MANAGING ALLEGATIONS AGAINST STAFF AND VOLUNTEERS

- 9.1 The Trust will prevent people who pose risks to children from working in Trust facilities through the rigorous implementation of the Trust's Recruitment Policy.
- 9.2 Agencies and third parties supplying staff must provide evidence of appropriate safeguarding checks
- 9.3 Every job description and person specification will have a clear statement about the safeguarding responsibilities of the post holder.
- 9.4 At least one member of every interview panel will have completed safer recruitment training.
- 9.5 There is a procedure in place to handle allegations against members of staff and volunteers. **See Appendix B**

## 10 STAFF INDUCTION, TRAINING AND DEVELOPMENT

- 10.1 All new members of staff, including newly-qualified teachers and teaching assistants, will be given induction that includes basic child protection training and the staff code of conduct, as delineated in Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, Part One, [September 2016](#).
- 10.2 The induction will be proportionate to staff members' roles and responsibilities. Online child protection training provided by the East Sussex Local Safeguarding Children Board can be accessed from [Czone](#) at <https://czone.eastsussex.gov.uk/partnerships/trust/workingtogether/childprotection/training/Pages/main.aspx>
- 10.3 The DSL's will undergo updated child protection training every two years.
- 10.4 All staff members of the school will undergo live safeguarding and child protection training (whole-school training) on an annual basis.

- 10.5 Staff members who miss the whole-school training will be required to undertake other relevant training to make up for it.
- 10.6 The nominated Trustee for safeguarding and child protection will undergo live training prior to or soon after appointment to the role; this training will be updated every three years.
- 10.7 The Trust will maintain accurate records of staff induction and training.
- 10.8 Staff members provided by other agencies or parties must have received appropriate child protection training before starting work and in addition will be inducted into Trust policies and procedures.
- 10.9 All staff members will be required to read at least [Part 1 and Annex A of Part 1 of Keeping Children Safe in Education, September 2016](#)

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

- 11.1 All matters relating to child protection are confidential. All information is kept under lock and key.
- 11.2 A Designated Safeguarding Lead will disclose any information about a pupil to other members of staff on a need-to-know basis only.
- 11.3 All staff members have a professional responsibility to share information with other agencies in order to safeguard children. See **Appendix B** for more details on record sharing.
- 11.4 All staff members are aware that they cannot promise a child that they will keep secrets which might compromise the child's safety or well-being.

## **12 INTER-AGENCY WORKING**

- 12.1 The Trust will develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the police and Children's Social Care when necessary.
- 12.2 The Trust will ensure that relevant staff members participate in multi-agency meetings and forums, when necessary.

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

- 13.1 The Trust will ensure that contractors and providers are aware of safeguarding and child protection policy and procedures and seek assurance that employees and volunteers provided by these organisations have been subjected to the appropriate level of safeguarding check. Permission to work may be refused.
- 13.2 When the Trust commissions services from other organisations, it will ensure that compliance with policy and procedures is a contractual requirement.

## **14 WHISTLE-BLOWING AND COMPLAINTS**

- 14.1 The Trust will ensure that all staff members are aware of their duty to raise concerns, (whistleblow) where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If necessary, they will speak with the Executive Head, the chair of the Trust or with the [local authority Designated Officer](#).
- 14.2 There is an Alert system in place where anyone can report concerns or complaints, including abusive or poor practice. This Safeguarding policy has contact details of all DSL's and local government bodies that can be contacted at any time.

## **15 SITE SECURITY**

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

## **16 EYFS: Safeguarding of young children**

- 16.1 It is policy that all cameras, mobile phones and filming equipment owned by a school or nursery are kept in school offices and never in the classroom. When such equipment is used for assessment purposes or training, it is used by a staff member in the presence of another staff member. All pictures are to be downloaded only on a school/nursery computer. Personal phones are never to be used. Parents/carers of children sign a consent form at registration giving informed consent for photographs to be taken of their children.
- 16.2 Disqualification by Association is a legal duty with regard to the EYFS area of a School or nursery and also applies to any individual or volunteer working in a childcare position with children up to the age of 8 years. This is rigorously adhered to as part of the Trust Safe Recruitment Policy.

## **17 QUALITY ASSURANCE**

- 17.1 The Trust will monitor the implementation of and compliance with this policy and accompanying procedures and ensure that immediate action is taken to remedy without delay any deficiencies and weaknesses identified in child protection arrangements.

## **18 POLICY REVIEW**

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

## **19 LINKED POLICES AND PROCEDURES**

- 19.1 The following Trust policies and procedures, or those of Greenfields School, are also relevant for Safeguarding and Child Protection practice. They are available on the Greenfields School website or in the school's qualifications department.

- Administration of Medicines Policy
- Anti-Bullying Policy
- Attendance/Registration Policy
- Behaviour Policy
- Children Missing from Education/ embedded in this policy
- Complaints procedure
- Educational Visits Procedures
- E-safety and Social Media Policy
- Equal Opportunities/Admissions
- Health & Safety Policy and risk assessments
- Keeping Records of Child Protection and Welfare Concerns/embedded in this policy.
- Pastoral Care Policy
- Physical handling and Restraint Policy
- PSHEE Policy
- Safer Recruitment, including Selection procedures and Disqualification by Association
- Sex and Relationship Education Policy
- Social Media Policy
- Special Educational Needs and Disabilities Policy

Vital government policies:

Keeping Children Safe in Education, [September 2016](#) (KCSIE)  
Working Together to Safeguard Children March 2015 (WT)  
Prevent Duty guidance

Teachers' Standards, Department for Education guidance available on [GOV.UK website](http://GOV.UK)

## APPENDIX A

### The Role of the Designated Safeguarding Lead

(See also [Keeping Children Safe in Education, September 2016, Annex B](#))

#### 1 MANAGING REFERRALS

- 1.1 Refer all cases of suspected abuse to East Sussex Children's Social Care and to the Police if it is thought that a crime might have been committed.
- 1.2 Liaise with the Executive Head about safeguarding issues relating to individual children, especially ongoing enquiries under section 47 of the Children Act 1989, meaning a child is under an emergency Child Protection order, under police protection or liable to suffer significant harm.
- 1.3 Act as a source of support, advice and expertise to staff members on matters of child protection and safeguarding.
- 1.4 Liaise with agencies providing early help services and coordinate referrals from the school to targeted early help services for children in need of support.

#### 2 RECORD KEEPING

- 2.1 Keep written records of child protection and welfare concerns in line with East Sussex Local Safeguarding Board guidance [Keeping Child Protection and Welfare Concerns: Guidance for Early Years Settings, Schools and College January 2014](#).
- 2.2 Ensure a stand-alone file is created for a child with safeguarding concerns.
- 2.3 Maintain a chronology of significant incidents for each child with safeguarding concerns.
- 2.4 Ensure such records are kept confidential, under lock and key and separate from the child's educational record.
- 2.5 When a child leaves Greenfields, the DSL will ensure that the child protection file is safely forwarded to the receiving school. Where a parent elects to remove their child from the school roll to home educate, the school will make arrangements to pass any safeguarding concerns to ISEND, East Sussex – Teaching and Learning Provision.

#### 3 INTER-AGENCY WORKING AND INFORMATION SHARING

- 3.1 Cooperate with Children's Social Care for enquiries under section 47 of the Children Act 1989.
- 3.2 Attend, or ensure other relevant staff members attend, child protection conferences, core group meetings and other multi-agency meetings, as required.
- 3.3 Liaise with other agencies working with the child, share information as appropriate and contribute to assessments.

## 4 TRAINING

- 4.1 Undertake appropriate training, **updated every two years**, in order to
- be able to recognise signs of abuse and how to respond to them, including special circumstances such as child sexual exploitation, female genital mutilation, fabricated or induced illness.
  - understand the East Sussex assessment process for providing help and intervention
  - have a working knowledge of how the local authority conducts initial and review child protection case conferences and contribute effectively to these
  - be alert to the specific needs of children in need (as specified in section 17 of the Children Act 1989), such as those with special educational needs.
- 4.2 Ensure each member of staff has access to and understands the school's safeguarding and child protection policy and procedures, including providing induction on these matters to new staff members.
- 4.3 Organise whole-school child protection training for all staff members at least **every three years**. Ensure staff members who miss the training receive it by other means.
- 4.4 Link with East Sussex Local Safeguarding Children Board to identify appropriate training opportunities for relevant staff members.
- 4.5 Encourage a culture of listening to children and taking account of their wishes and feelings in any action the school takes to protect them.
- 4.6 Maintain accurate records of staff induction and training.

## 5 AWARENESS RAISING

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

## 6 QUALITY ASSURANCE

- 6.1 Monitor the implementation of and compliance with policy and procedures.
- 6.2 Provide regular reports to the governing body detailing changes and reviews to policy, training undertaken by staff members and the number of children with child protection plans and other relevant data.

- 6.3 Take lead responsibility for remedying any deficiencies and weaknesses identified in child protection arrangements.

## APPENDIX B

### Child Protection and Safeguarding Procedure

#### 1 DEFINITIONS

- 1.1 **Abuse**, including neglect, is a form of maltreatment. A person may abuse a child by inflicting harm or by failing to prevent harm. Children may be abused within their family, in an institutional or community setting, by those known to them, or, more rarely, by a stranger.
- 1.2 **Children** are any people who have not yet reached their 18<sup>th</sup> birthday; a 16-year-old, whether living independently, in further education, in the armed forces or in hospital, is a child and is entitled to the same protection and services as anyone younger.
- 1.3 **Child protection** is part of safeguarding and promoting the welfare of children and refers to activity undertaken to protect specific children who are suffering, or likely to suffer, significant harm.
- 1.4 **Early help** means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years to teenage years.
- 1.5 **Harm** is ill treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill treatment of another.
- 1.6 **Safeguarding children** is the action we take to promote the welfare of children and protect them from harm. **Safeguarding and promoting the welfare of children** is defined in [\*Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children \(March 2015\)\*](#) as:
- protecting children from maltreatment;
  - preventing impairment of children's health and development;
  - ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
  - taking action to enable all children to have the best outcomes.
- 1.7 **Significant harm** is the threshold that justifies compulsory intervention in the family in the best interests of the child.
- 1.8 For any other definitions, see [\*Pan-Sussex Child Protection and Safeguarding Procedures and Keeping Children Safe in Education, September 2016\*](#).

#### 2 CATEGORIES OF ABUSE

- 2.1 **Emotional abuse** is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on the child's emotional development.
- Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- 2.2 **Neglect** is the persistent failure to meet a child's basic physical or psychological needs, likely to result in the serious impairment of the child's health or development.

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

- 2.3 **Physical abuse** may involve hitting, shaking, throwing, poisoning, burning, scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- 2.4 **Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening.
- 2.5 Information and links regarding specific safeguarding issues are contained within [Keeping Children Safe in Education, September 2016](#) (see below). These issues and others such as sexting and inappropriate banter must be addressed within the PSHEE curriculum.

### 3 SPECIFIC SAFEGUARDING ISSUES

- 3.1 School staff members need to be aware of specific safeguarding issues and be alert to any risks.
- 3.2 [Keeping Children Safe in Education, September 2016](#), and the government website, [GOV.UK](#), have broad government guidance on a variety of [safeguarding](#) issues. The following is not a comprehensive list and staff members should search the GOV.UK website, the *Pan-Sussex Procedures*, and any further re-issues of *Keeping Children Safe in Education* for advice on other issues.

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

#### 3.3 Further information on Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual'

relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops.

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

Due to the nature of the grooming methods used by their abusers, it is very common for children and young people who are sexually exploited not to recognise that they are being abused. Practitioners should be aware that young people particularly aged 17 and 18 may believe themselves to be acting voluntarily and will need practitioners to work with them so they can recognise that they are being sexually exploited.

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

Link to LSCB Child Sexual Exploitation procedures;  
[http://pansussexscb.proceduresonline.com/chpters/p\\_sex\\_exploit.html](http://pansussexscb.proceduresonline.com/chpters/p_sex_exploit.html)

Link to DfE 'What to do if you suspect a child is being sexually abused': This should be read in conjunction with statutory guidance  
<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>

Link to DfE Statutory Guidance outlining how organisations and individuals should work together to protect young people from sexual exploitation.  
<https://www.gov.uk/government/publications/safeguarding-children-and-young-people-from-sexual-exploitation-supplementary-guidance>

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

Contact the WISE Project on:

07793 325649

or email:

[wise@sussexcentralymca.org.uk](mailto:wise@sussexcentralymca.org.uk)

### **3.4 Further information on Female Genital Mutilation**

Female Genital Mutilation (FGM) comprises all procedures or injury to the female genital organs. It is illegal in the UK and a form of child abuse with long-lasting consequences. Teachers need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. They should also note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject.

If staff discover that an act of FGM appears to have been carried out, they must report the matter to the police. This has been mandatory since October 2015. They should also inform the DSL who will involve safeguarding agencies as necessary.

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

### **3.5 Further information on Preventing Radicalisation**

The Counter-Terrorism and Security Act, which came into force in April 2015, placed a duty on teachers to have regard to the need to prevent people from being drawn into terrorism. (The Prevent Duty). It is a safeguarding policy of early intervention to prevent young people and adults from being drawn into terrorist-related activity. It stated that teachers are partners in local authority Channel panels which give support to individuals thought to be vulnerable to radicalisation and should cooperate with the panel in its functions if required. [Greenfields senior leaders have been trained on Prevent and Greenfields staff were trained by these personnel in September 2016. Annual training includes some reference to Prevent and this will continue. Discreet training on Prevent will be repeated annually, as necessary, and as part of induction.](#)

An East Sussex Channel Panel has been set up and links to information and training can be found here;

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

The Department for education has published The Prevent duty Departmental advice for schools and childcare providers at:

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

[East Sussex LSCB; Preventing Extremism and Radicalisation Safeguarding Policy for schools to be available on CZONE August 2015.](#)

### **3.6 Children missing from education (CME)**

Independent schools have a legal duty to report to the Local Authority as and when children join and leave the school. They also have a legal duty to report certain attendance issues to their local authority. These are: unauthorised absence for more than 10 consecutive days of unauthorised absence or 10 consecutive days following on from 10 authorised consecutive days (unless proven to be because of sickness) and irregular attendance. Children missing school can be a sign of a child suffering abuse.

## **4 ALLEGATIONS OF ABUSE MADE AGAINST OTHER CHILDREN**

4.1 Sometimes pupils will, by their behaviour, negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

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

4.3 What to do

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

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

The DSL should contact DAT to discuss the case. The DSL will follow through the outcomes of the discussion and make a statement of referral where appropriate.

The DSL will make a record of the concern, the discussion and any outcome and keep a copy in the files of both pupils' files.

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

Staff member	What action to take if you have concerns
Any member of staff, governor, volunteer, contractor or activity provider	<ol style="list-style-type: none"> <li>1. Discuss your concerns with the DSL. <b>as soon as possible, before the child leaves for the day.</b> It is important that the child is not sent home at the end of the day without taking the right protective action.</li> <li>2. Complete your written report. .</li> <li>3. If the DSL or their deputy is not available, you should contact the Children's Social Care Duty and Assessment Team yourself for a consultation about the action you need to take. Inform the DSL about your consultation and what actions you have taken as soon as possible.</li> </ol>
Designated safeguarding lead	<ol style="list-style-type: none"> <li>1. <b>You are concerned that the child is at risk of significant harm</b> contact the relevant Duty and Assessment Team immediately.               <ol style="list-style-type: none"> <li>1.1 If you believe that the child is in immediate danger, or you suspect a crime has been committed, you must also contact the police immediately.</li> <li>1.2 If the Duty and Assessment Team accepts your contact as a referral, send them a completed <b>statement of referral</b> (available from the <a href="#">Pan-Sussex Child Protection and Safeguarding Procedures website</a>) <b>within 24 hours.</b></li> <li>1.3 The Duty and Assessment Team may decide, in discussion with you, that the school is better placed to provide support.</li> <li>1.5 Record all your discussions and decision-making in writing. Add it and a copy of the statement of referral to the child's file. If the child does not have a stand-alone child protection file, you will need to create one. Update or start the chronology. Continue to update the child's file and chronology as the investigation and the resulting work carry on.</li> </ol> </li> <li>2. <b>You believe the child is not at risk of significant harm, but the child or their family may need support</b> <ol style="list-style-type: none"> <li>2.1 Contact the Duty and Assessment Team for a consultation, without necessarily identifying the child in question, in order to develop an understanding of the child's needs and circumstances.</li> <li>2.2 If the Duty and Assessment Team accepts your contact as a referral for social care assessment, send them a completed <b>statement of referral within 24 hours</b>, as above.</li> <li>2.3 If your consultation results in the decision that the child and family are in need of help, provide additional support in the school and/or refer the child or their family to other agencies providing <b>early help services.</b></li> <li>2.4 Record all your consultations and decision-making in writing. Update and start the chronology. Create a stand-alone file if one does not exist. Continue to update the file, including the chronology, as work progresses.</li> </ol> </li> </ol>

## 6 DEALING WITH A DISCLOSURE MADE BY A CHILD – ADVICE FOR ALL MEMBERS OF STAFF

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

- Listen to what is being said without displaying shock or disbelief.
- Only ask questions when necessary to clarify.
- Accept what is being said.
- Allow the child to talk freely – do not put words in the child's mouth. **Ask only open questions.**
- Reassure the child that what has happened is not his or her fault.
- Do not make promises that you may not be able to keep.
- Do not promise confidentiality – it may be necessary to refer the child to Children's Social Care.
- Stress that it was the right thing to tell.
- Do not criticise the alleged perpetrator.
- Explain what has to be done next and who has to be told.
- Inform the DSL without delay.
- Complete the child protection incident/welfare concern form and pass it to the DSL.

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

7.1 In general, you should always discuss any concerns the school may have with the child's parents. They need to know that you are worried about their child. However, you should not discuss your concerns if you believe that this would place the child at greater risk or lead to loss of evidence for a police investigation.

7.2 **If you make a decision not to discuss your concerns with the child's parents or carers** this must be recorded in the child's child protection file with a full explanation for your decision.

7.3 **It is important to consider the child's wishes and feelings**, if age appropriate, as part of planning what action to take in relation to concerns about their welfare.

7.4 **It is expected that you discuss your concerns with the parents and seek their agreement to making a referral to Children's Social Care, unless you consider that this would place the child at increased risk of significant harm or would compromise any future investigation.**

7.5 **You do not need the parents' consent to make a referral if you consider the child is in need of protection**, although parents will ultimately be made aware of which organisation made the referral.

7.6 If parents refuse to give consent to a referral but you decide to continue, you need to make this clear to Children's Social Care.

7.7 **If you decide to refer the child without the parents' consent, make sure to record this with a full explanation of your decision.**

- 7.8 When you make your referral, you should agree with Children's Social Care what the child and parents will be told, by whom and when.

## **8 RECORD KEEPING**

- 8.1 Good record keeping is an important part of the Trust's accountability to children and their families in matters of safeguarding.
- 8.2 Records should be factual, accurate, relevant, up to date and auditable. They should support monitoring, risk assessment and planning for children and enable informed and timely decisions about appropriate action to take.

## **9 INFORMATION SHARING AND CONSENT**

- 9.1 The Data Protection Act 1998 is not a barrier to sharing information. It is there to ensure that personal information is managed in a sensible way and that a balance is struck between a person's privacy and public protection.
- 9.2 Concerns are shared with parents unless this would put a child at greater risk or compromise an investigation.
- 9.3 The purpose for sharing any information must be understood and only what is needed to achieve that purpose should be shared.
- 9.4 Try to get consent from parents unless there are serious concerns about the safety of a child or it will place a child at risk of harm. If unsure whether consent is needed or not, consult the DSL/DAT.
- 9.5 Always keep a written record of decisions to share information, what is shared, and whether with consent or not. Remember to also keep records of any decisions, and why, if information is not shared.

## **10 SAFER RECRUITMENT**

- 10.1 The Trust has robust recruitment and vetting procedures to help prevent unsuitable people from working with children. See the Recruitment Policy.

## **11 PROCEDURE FOR MANAGING ALLEGATIONS OF ABUSE MADE AGAINST SCHOOL STAFF MEMBERS AND VOLUNTEERS**

- 11.1 If an allegation is made or information is received about an adult who works **or volunteers** in the Trust which indicates that they may be unsuitable to work with children, the member of staff receiving the information will inform the Executive Head immediately. Should an allegation be made against the Executive Head, this will be reported to the Chair of the Trust immediately, or the Deputy Chair if the Chair is unavailable.
- 11.2 Unless there is a possibility of additional harm or loss of evidence, no member of staff or the Trust will undertake investigations or further action before receiving advice from the DAT/LADO who must be informed within one working day of the allegation. All discussions and decisions must be recorded in writing.
- 11.3 Schools must consider carefully whether circumstances warrant suspension or

alternative arrangements and take advice from the LADO.

- 11.6 The Trust has a duty of care to its employees and will support any one facing an allegation and will deal with the matter as quickly as possible. The accused will be informed of the nature of the allegation after other agencies have been consulted.
- 11.7 Parents/carers of a child involved in an allegation will be informed of it but only after other agencies have been consulted. If the child is at risk or has suffered harm, the safety and support of the child will be dealt with immediately.
- 11.8 Strict confidentiality must be maintained throughout any investigation.
- 11.9 If the accused decides to leave before the resolution of the investigation, the case must be taken to as fair a conclusion as possible in the circumstances.
- 11.10 The school has a legal duty to refer to the Disclosure and Barring Service (DBS) anyone who has harmed, or poses a risk of harm, to a child, or if there is reason to believe the member of staff has committed one of a number of listed offences, and who has been removed, or would have been removed had they not left. [It is an offence not to do this.](#)

In the EYFS section of the school, [an allegation made against a professional must](#) be reported to Ofsted and copied to The Independent Schools' Inspectorate, (ISI). If a teacher is dismissed, or would have been dismissed if he/she had not resigned, referral to the National College for Teaching and Leadership (NCTL) should be considered as a prohibition order may be appropriate.

- 11.11 There are various outcomes possible when an allegation is made against a member of staff. Some allegations are unsubstantiated or false and the staff member is exonerated, or there may be sufficient evidence to involve the person in criminal proceedings. Other outcomes can be dismissal, redeployment, or a disciplinary hearing. Consultation with [the local authority Designated Officer](#) is essential.

The statutory guidance Keeping Children Safe in Education, [September 2016](#), gives detailed information on issues of allegations and procedures.

Written by Trust Management for Academics and Standards for Greenfields Educational Trust.

Based on the East Sussex model policy for Safeguarding and Child Protection, [with reference to the statutory government guidance document Keeping Children Safe in Education, September 2016.](#)

**NB: ALL STAFF ARE REQUIRED TO READ THIS SAFEGUARDING AND CHILD PROTECTION POLICY AND PROCEDURES DOCUMENT IN CONJUNCTION WITH RELATED POLICIES INCLUDING HEALTH AND SAFETY, STAFF-PUPIL RELATIONSHIPS, USE OF SOCIAL MEDIA, AND THE ACCEPTABLE USE OF INFORMATION TECHNOLOGY BY ADULTS.**