



The Ropemakers' Academy

PART OF THE BECKMEAD TRUST

SAFEGUARDING AND CHILD PROTECTION POLICY

ACADEMIC YEAR	AUTHOR	ROLE	DATE OF NEXT REVIEW
2020-21	Simon Hawthorne	Headteacher/DSL	September 2021



SAFEGUARDING & CHILD PROTECTION POLICY

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The Ropemakers' Academy

SAFEGUARDING & CHILD PROTECTION POLICY

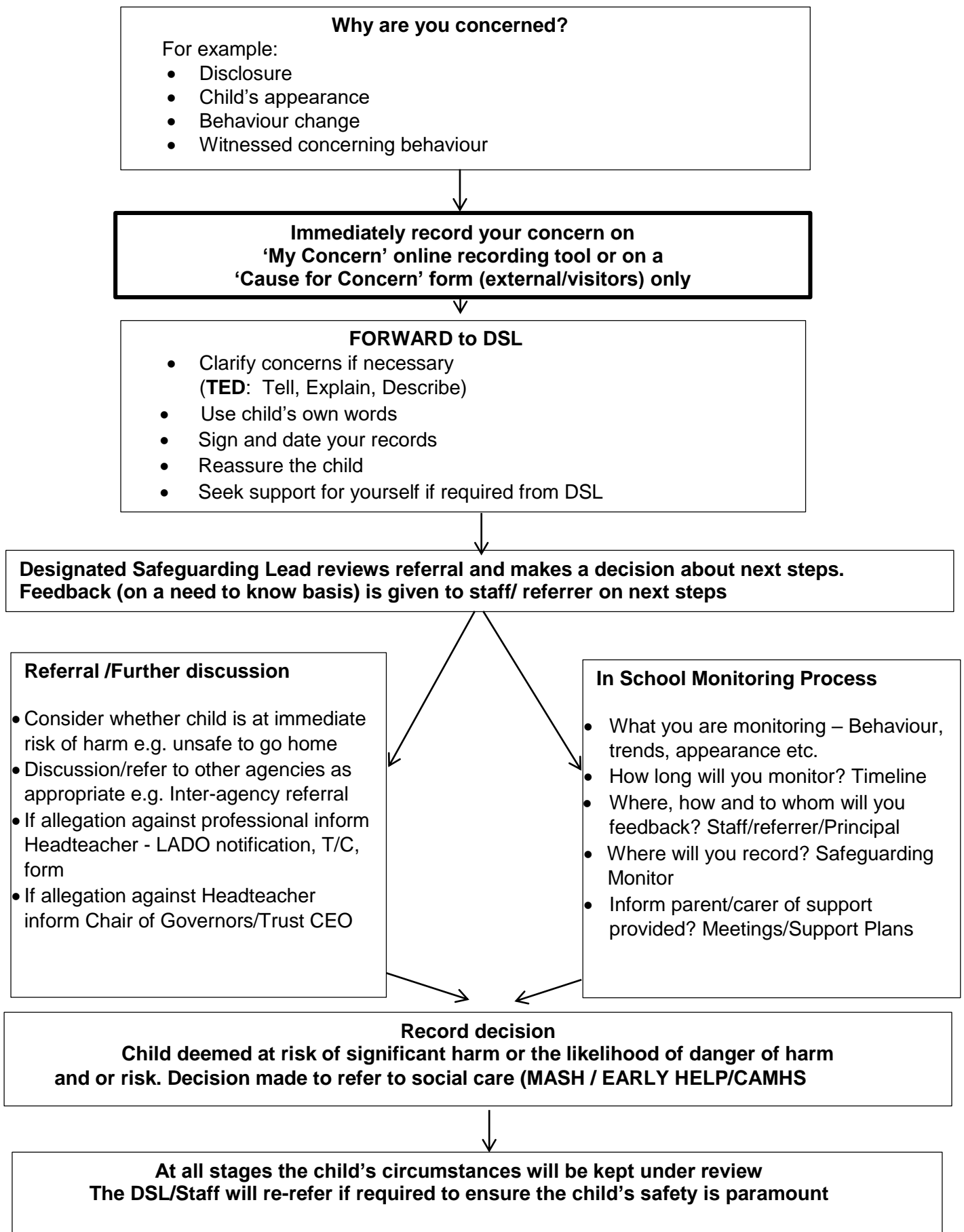
Key Contact Personnel:

Headteacher	Designated Safeguarding Lead	Deputy Designated Safeguarding Lead	Chair of Governors	Allocated Trust Leader
Simon Hawthorne	Simon Hawthorne	Shiraz El Showk	Jean-Luc Bressard	Dr Jonty Clarke CEO

Designated Teacher for online safety	SENCo	Educational Visits Co-ordinator
Simon Hawthorne	Simon Hawthorne	Simon Hawthorne

School Local Authority	Local Authority Designated Officer (LADO)	LA Virtual School Head (LAC)
East Sussex	Amanda Glover	Mandy Lewis

What to do if you have a safeguarding concern at The Ropemakers' Academy



1. INTRODUCTION AND ETHOS

The Ropemakers' Academy is a community and all those directly connected (staff, governors, parents, families and pupils) have an essential role to play in making it safe and secure. Ropemakers' recognises our moral and statutory responsibility to safeguard and promote the welfare of all children with their best interests at the centre of our work.

The Ropemakers' Academy recognises the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to. We are alert to the signs of abuse and neglect and follow our procedures to ensure that children receive effective support, protection and justice.

Our school core safeguarding principles are:

- That school are an important part of the wider safeguarding system for children.
- It is a whole school responsibility to safeguard and promote the welfare of children as its paramount concern.
- All children (defined as those up to the age of 18) regardless of age, gender, ability, culture, race, language, religion or sexual identity, have equal rights to protection.
- All children have a right to be heard and to have their wishes and feelings taken into account.
- All staff understand safe professional practice and adhere to our code of conduct and other associated policies.
- All staff have a responsibility to recognise vulnerability in children and act on any concern in accordance with this guidance.

There are four main elements to our safeguarding policy:

- **Prevention** (e.g. positive, supportive, safe school culture, curriculum and pastoral opportunities for children, safer recruitment procedures);
- **Protection** (by following the agreed procedures, ensuring all staff are trained and supported to respond appropriately and sensitively to safeguarding concerns);
- **Support** (for all students, parents and staff, and where appropriate specific intervention for those who may be at risk of harm);
- **Working with parents and other agencies** (to ensure appropriate communications and actions are undertaken).

This safeguarding policy requires:

- staff **must** read this safeguarding and child protection policy and as a minimum at least Part 1 of Keeping Children Safe in Education (September 2020).
- staff and new governors to complete the e-learning training module on Prevent, produced by the Home Office, to equip individuals with the knowledge necessary to help prevent vulnerable people from being exploited and drawn into terrorism and having extremist views.
- all schools to undertake an annual safeguarding audit process.
- all schools to reference the UKCCIS Guidance: Sexting in schools and colleges, responding to incidents and safeguarding young people (2016).
- all schools to have a safeguarding induction and a training plan.
- all staff members are to be informed of and how to access their school's safeguarding and child protection policy and procedures (Appendix A), school's behaviour policy and advice from their Local Authority Safeguarding Partnerships.
- all staff members must receive regular refresher training, at least annually, to keep up to date with any relevant safeguarding and child protection developments.

2. SCOPE

This policy applies to all teaching, non-teaching, support, supply, peripatetic, contract staff and third party contractors (whose employees or sub-contractors have access to school premises), governors, volunteers and trustees working in or on behalf of the school, including those from the Beckmead Trust central team. All references in this document to 'staff' or 'members of staff' or 'adult' should be interpreted as relating to all those specified above. Staff also includes those individuals who educate pupils off-site and when individuals undertake an educational visit with pupils, unless otherwise stated.

Rather than duplicating content from Keeping Children Safe in Education (September 2020) in this policy, it should be understood that the school will always refer to KCSIE as the benchmark for all safeguarding practice and decision-making.

3. CONTEXT

This policy has been developed in accordance with the principles established by the updated Children Acts 1989 and 2004 and related guidance. This includes:

- Keeping Children Safe in Education (KCSIE) DfE (Sept 2020)
- Working Together to Safeguard Children DfE (July 2018)
- What to do if you are worried a child is being abused DfE (March 2015)
- Information Sharing Advice for practitioners DfE (July 2018)
- Safer Working Practice for Adults who Work with Children and Young People in Education Settings (May 2019)
- Use of reasonable force: Advice for head teachers, staff and governing bodies (July 2013 reviewed July 2015)
- 'Prevent Duty Guidance for England and Wales' (March 2015)
- Sexual violence and sexual harassment between children in schools and colleges DfE (May 2018)
- Relationships education, relationships and sex education (RSE) and health education (DfE, Feb 2019)
- 'Early Years foundation stage statutory framework (EYFS)' (Feb 2018)
- Education Inspection Framework (Sept 2019)
- Inspecting safeguarding in early years, education and skills settings (Sept 2019)

Section 175/157 of the Education Act 2002 requires school governing bodies, local education authorities and further education institutions to arrange to safeguard and promote the welfare of all children who are pupils at a school, or who are students under 18 years of age, such arrangements will have regard to any guidance issued by the Secretary of State.

4. DEFINITION OF SAFEGUARDING

“Safeguarding is not just about protecting children from deliberate harm. It includes a wide range of issues relating to pupil’s welfare, health and safety.” (Inspecting safeguarding in early years, education and skills, Ofsted, September 2019)

The school acknowledges that safeguarding is what we do for all children and child protection is what we do for children at risk of significant harm or deemed to be at risk or in danger.

Safeguarding covers more than just child protection and schools are charged with ensuring that the child is looked at holistically and at the centre of decision-making within each area below (but not limited to):

- Anti-bullying policies
- Child protection
- Early Help
- Staff conduct & Safer work practice
- Curriculum
- Attendance, Exclusions, Children Missing Education, Transitioning schools
- Health and Safety
- Behaviour Management
- Governance
- SEND & Inclusion
- Training
- Whistleblowing
- A listening School/Service
- Specific safeguarding Issues
- Complaints/ Managing allegations against staff
- The School Environment *Inc. Building & Security*
- Safer recruitment and selection
- On line safety

The school further acknowledges that this policy will also incorporate a range of safeguarding issues including (but not limited to):

- Bullying including cyberbullying
- Criminal exploitation of children and vulnerable adult’s county lines
- Child missing education
- Child missing from home or care
- Child sexual exploitation (CSE)
- Domestic violence
- Drugs
- Fabricated or induced illness
- Faith based abuse
- Female Genital Mutilation (FGM)
- Forced Marriage
- Gangs and youth violence
- Gender based violence / violence against women and girls (VAWG)
- Hate

- Mental health
- Peer on peer including upskirting
- Private fostering
- Preventing Radicalisation
- Protecting children from radicalisation
- Relationship abuse
- Sexual violence and sexual harassment between children in schools and colleges
- Sexting
- Serious violence
- Trafficking and modern slavery

(Also see Annex A within 'Keeping children safe in education' 2020 and Appendix C of this policy).

Every member of staff at The Ropemakers' Academy recognises that children experiencing specific safeguarding issues identified above are no different to safeguarding against any other vulnerability or concern and will be approached and responded to in the same way as protecting children from any other risks.

5. RELATED SAFEGUARDING POLICIES

We are aware that safeguarding is fundamental to the welfare of all children in our care. This policy is therefore one of a series in the school's integrated safeguarding portfolio and should be read in conjunction with the policies as listed below. (To be read and followed alongside this document)

- Behaviour Policy
- Physical Intervention
- Weapons Policy
- E Safety Policy
- Anti-Bullying Policy
- Data Protection and Information Sharing
- Acceptable Use of IT Policy & Agreement
- Relationships education, relationships and sex education (RSE) and health education
- Health and Safety
- Attendance (Children Missing Education)
- Risk Assessments (e.g. school trips, use of technology)
- First Aid and Accidents
- Procedure for Managing Allegations Against Staff
- Code of Conduct for Staff
- Safer Recruitment
- Whistle-Blowing

Supporting Guidance (to be read and followed alongside this document)

- The Children and Families Act 2014
- SEND code of practice: 0 to 25 years 2015
- Mental Health & Behaviour in Schools 2018
- Disqualification under the Childcare Act 2006 (DfE Aug 2018)
- School attendance 2016
- Exclusion from maintained schools, academies and pupil referral units in England (Sept 2017)
- Criminal Exploitation of children and vulnerable adults: County Lines guidance July 2017
- Teachers Standards 2012
- DfE Advice on Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (SVSH)
- DfE Designated teacher for looked after and previously looked after children 2018
- Children and Social Work Act 2017.
- DfE "Teaching Online Safety in Schools" (June 2019)
- DfE Data Protection: A Toolkit for Schools
- LA Safeguarding Partnerships arrangements
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6. KEY RESPONSIBILITIES

Everyone who comes into contact with children and their families has a role to play in safeguarding children. Schools and off-site provisions form part of the wider safeguarding system for children.

The Beckmead Trust Board

The Beckmead Trust Board retains statutory responsibility for ensuring that all legal responsibilities in connection with Safeguarding are discharged. The Board appoints a Safeguarding Link Trustee to act as the link between the Trustees and Executive team.

Headteacher

The Headteacher will ensure that the policies and procedures adopted by the Beckmead Trust Board and Local Governing Body associated with protecting children are fully implemented, understood and followed by all staff and adhered to at all times.

The Headteacher will ensure that the DSL and DDSLs are properly supported in this role with adequate time and resource level, when there are other staff in those posts.

The Headteacher will also ensure their school maintains up to date records of all safeguarding concerns, using My Concern as their sole recording tool for concerns, LADO referrals and first aid incidents and that the CEO of the Trust or their delegated representative is emailed to inform about any LADO referrals.

Designated Safeguarding Lead (DSL) / Deputy Designated Safeguarding Lead (DDSL)

The school has appointed a member of the senior leadership team, as the Designated Safeguarding Lead (DSL). The DSL has the overall responsibility for the day-to-day oversight of safeguarding and child protection systems in school.

The DSL will undergo appropriate and specific training to provide them with the knowledge and skills required to carry out their role. The DSL's training will be updated formally every two years but may have refresher training at regular intervals, at least annually, to keep up with any developments relevant to their role.

Additionally, DSLs knowledge and skills will be updated regularly through a variety of other methods, e.g. e-bulletins and briefings, organising and participating in conferences, local meetings, other identified training, supervision, suitable local authority training and ESCC hub meetings.

The school will appoint additional staff to deputise for the DSL. The Deputy DSLs will have attended appropriate training, which enables them to be fully conversant and to fulfil this role. Whilst the activities of the designated safeguarding lead may be delegated to the deputies, the ultimate lead responsibility for safeguarding and child protection remains with the designated safeguarding lead and this responsibility will not be delegated.

It is the role of the DSL to:

- Act as the central contact point for all staff to discuss any safeguarding concerns.
- Maintain a confidential electronic recording system for safeguarding and child protection concerns. My Concern is the online system that is The Ropemakers' Academy's mandatory system for safeguarding recording.
- Coordinate safeguarding action for individual children. In the case of Children in Care, the DSL will ensure that the designated teacher for LAC maintains the details of the child's social worker and the name of the virtual school head in the authority that looks after the child (DSL liaising closely with the designated teacher).
- Liaise with other agencies and professionals in line with Working together to safeguard children.
- Ensure that locally established procedures are followed and make referrals to other agencies, including Early Help, LA multi agency safeguarding hub (MASH) and CAMHS as necessary. Advice or concerns are raised through East Sussex's 'Single Point of Advice' (SPOA) in the first instance. They can be contacted on 01323 464222.
- Represent, or ensure the school is appropriately represented at inter-agency safeguarding meetings (including Child Protection conferences).
- Manage and monitor the school's part in Early Help / Child in Need / Child Protection plans.
- Ensure all staff access appropriate safeguarding training and relevant updates in line with the recommendations within KCSIE (2020).
- The DSL will undertake a safeguarding audit annually alongside the Safeguarding Link Governor. The Safeguarding Link Governor and DSL are responsible for reporting to their LGBs regarding the audit.
- Further details about the role of the DSL can be found in 'Keeping Children Safe in Education' 2020, Annex B.

Local Governing Body (LGB)

The Ropemakers' Academy LGB will have read and will follow KCSIE 2020 Part One and will provide independent advice and oversight to their school.

The LGB has nominated a governor for safeguarding named on the front of this document. The nominated governor will undertake independent oversight of school level delivery in safeguarding by having termly meetings with the DSL and being part of the school safeguarding audit process.

Members of Staff

All members of staff have a responsibility to:

- provide a safe environment in which children can learn
- ensure all children are able to develop appropriate strategies to recognise and respond to risk and build resilience
- identify and recognise children who may need extra help, who are suffering, or are likely to suffer significant harm
- provide help for children, where appropriate and reasonable
- take appropriate action to prevent safeguarding concerns escalating and work with other services as needed to safeguard children's wellbeing and maintain public trust in the teaching profession as part of their professional duties
- be aware of and take appropriate action to raise concerns regarding poor or unsafe practice or potential failures in the school safeguarding regime (this may include accessing the school whistleblowing policy and or procedure for managing allegations against staff)
- maintain an attitude of 'it could happen here' where safeguarding is concerned and to always act in the best interests of the child
- respond to and refer any concerns about children or other members of the community in accordance with this policy
- contribute towards, read and adhering to the school policies

All members of staff at The Ropemakers' Academy know what to do if a child tells them he/she is being abused or neglected. (WTD chart– pg. 2 & 3). Members of staff know to maintain an appropriate level of confidentiality whilst at the same time liaising with relevant professionals such as the DSL and other agencies as appropriate. Members of staff know they must never promise a child that they will not tell anyone about a concern or allegation as this may ultimately not be in the best interests of the child.

The welfare and safety of children are the responsibility of all staff in school and ANY concern for a pupil's welfare MUST always be reported to the Designated Safeguarding Lead or DDSL.

Children and young people

Children and young people (pupils) have a responsibility to:

- Contribute to the development of school safeguarding policies
- Read and adhere to (at a level appropriate to their age and ability) the schools safeguarding policies and procedures
- Seek help from a trusted adult if things go wrong, and support others that may be experiencing safeguarding concerns
- Develop and take responsibility (at a level that is appropriate to their individual age, ability and vulnerabilities) for keeping themselves and others safe, including online

Parents and Carers

Parents/carers have a responsibility to:

- Read the relevant school/policies and procedures, encouraging their children to adhere to them, and adhering to them themselves where appropriate
- Discuss safeguarding issues with their child/ren, support the school in their safeguarding approaches, and reinforce appropriate safe behaviours at home
- Identify changes in behaviour which could indicate that their child/ren is at risk of harm online
- Seek help and support from the school, or other appropriate agencies, if they or their child/ren encounters any safeguarding concern
- Contribute to the development of the schools safeguarding policies

Parents can obtain a hard copy of the school Safeguarding and Child Protection Policy and other related policies on request to the school and can view them via the school website.

The Ropemakers' Academy will always follow up with parents/carers when pupils are not at school. This means we need to have at least two up to date contact numbers for parents/carers plus one other in case of emergencies. Parents should remember to update the school as soon as possible if the numbers change.

7. RECOGNITION AND TYPES OF ABUSE AND NEGLECT

All staff in school should be aware of the definitions, signs, and symptoms of abuse. There are four categories of abuse:

- Physical abuse
- Sexual abuse
- Emotional abuse
- Neglect

The most up to date definitions and possible indicators and signs of abuse are found in Appendix A of this policy. Staff should also refer to sections KCSIE 2020 Part 1 What School should look out for s.18-34 and 'What to do if you are worried a child is being abused' 2015.

All members of staff are aware that abuse, neglect and safeguarding issues are rarely standalone events that can be covered by one definition or label; in most cases multiple issues will overlap with one another.

Members of staff are aware that child welfare concerns may arise in many different contexts and can vary greatly in terms of their nature and seriousness. For example, children may be abused in a family, in an institutional or community setting, by those known to them or by a stranger. An adult or adults, or another child or children may abuse them. Their peers, family members, by unknown, or in some cases unidentifiable individuals, may abuse children via the internet. In the case of honour-based abuse, including forced marriage and female genital mutilation, children may be taken out of the country to be abused. An abused child may often experience more than one type of abuse, as well as other difficulties in their lives.

Abuse and neglect can happen over a period of time but can also be a one-off event. This can have major long-term impacts on all aspects of a child's health, development and well-being.

The warning signs and symptoms of child abuse and neglect can vary from child to child. Children also develop and mature at different rates, so what appears to be worrying behaviour for a younger child might be normal for an older child. Parental behaviours' may also indicate child abuse or neglect, so staff should also be alert to parent-child interactions or concerning parental behaviour's; this could include parents who are under the influence of drugs or alcohol or if there is a sudden change in their mental health.

By understanding the warning signs, we can respond to problems as early as possible and provide the right support and services for the child and their family. It is important to recognise that a warning sign does not automatically mean a child is being abused.

Knowing where children are during school hours is an extremely important aspect of Safeguarding. Missing school can be an indicator of abuse and neglect and may raise concerns about others safeguarding issues, including the criminal exploitation of children.

We monitor attendance carefully and address poor or irregular attendance without delay.

8. SAFEGUARDING AND CHILD PROTECTION PROCEDURES

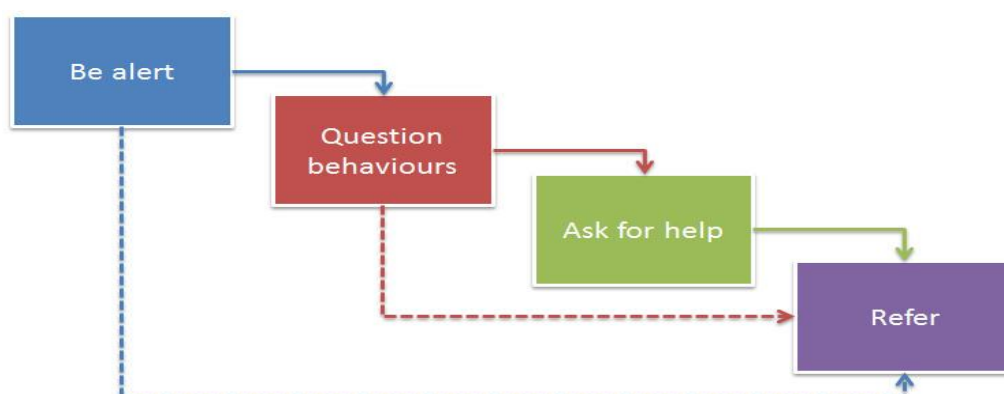
The Ropemakers' Academy adheres to their Local Authority Safeguarding Partnership Procedures. The full procedures and additional guidance relating to specific safeguarding issues can be found on the LA Safeguarding Partnership website.

Additional guidance for staff includes

- 'What to do if you are Worried About a Child Being Abused' (DfE 2015)
- Information Sharing (2018)

'What to do if you are worried about a child being abused' (DfE 2015) p.12 (s.24) identifies that there are four key steps for professionals to follow to help identify and respond appropriately to possible abuse and/or neglect.

All members of staff are expected to be aware of and follow this approach:



It may not always be appropriate to go through all four stages sequentially and if a child is in immediate danger or is at risk of harm, a referral should be made immediately to children's social care and/or the police.

The role of the school in situations where there are child protection concerns is NOT to investigate but to recognise and refer.

It is the responsibility of the DSL to receive and collate information regarding individual children, to make immediate and on-going assessments of potential risk and to decide actions necessary (with parents / carers in most cases). This includes the need to make referrals to partner agencies and services.

- To help with this decision s/he may choose to consult with the LA multi agency safeguarding hub (MASH) / social care duty team/ Early Help team.
- Issues discussed during consultations may include the urgency and gravity of the concerns for a child or young person and the extent to which parents/carers are made aware of these.

All members of staff are made aware of the Early Help process and understand their role within it. This includes identifying emerging problems, liaising with the designated safeguarding lead, sharing information with other professionals to support early identification and assessment and, in some cases, acting as the lead professional in undertaking an early help assessment.

If Early Help is assessed to be appropriate, then the DSL will support staff members involved with the family in liaising with other agencies and submitting an Early Help Notification Form. The DSL will keep all early help cases under constant review and will consider making a referral to Social care if the situation does not appear to be improving for the child. New referrals to services will be made using the agreed LA multi agency referral form.

In all but the most exceptional circumstances, parents /carers will be made aware of the concerns felt for a child or young person at the earliest possible stage. In the event of a referral to the LA social care team being necessary, parents/carers will be informed and consent to this will be sought unless there is a valid reason not to do so or it will place the pupil at further harm or risk.

9. RECORD KEEPING

Staff will record any welfare concern that they have about a child on MyConcern, the safeguarding all-in-one online recording tool. Schools may also have a safeguarding incident/concern form for volunteers/extended staff or visitors who do not have a school email address account, or when there are any issues regarding online access to MyConcern. These forms are held on the shared drive, and paper copies are also available in the staff room, in the main office or with the DSL. All referrals must be passed without delay to the DSL. Records will be completed as soon as possible after the incident/event, using the child's words and will be signed and dated.

All staff at The Ropemakers' Academy are trained on the use of MyConcern. It forms part of the induction process for staff as well as within the annual safeguarding training, which is delivered to all staff.

All disclosures and concerns recorded on MyConcern allows school to manage all areas of safeguarding and child protection, including pupil casework, add meetings to a child's chronology, staff training and first aid. This allows immediate follow up and management by the DSL on any issue.

If members of staff are in any doubt about recording requirements staff must discuss their concerns with the DSL.

Safeguarding records are kept for individual children and are maintained separately from all other records relating to the child in school. Safeguarding records are kept in accordance with data protection legislation and retained centrally and securely by the DS and are shared with staff on a 'need to know' basis only.

The DSL will ensure that school has more than one available emergency contacts for pupils. School should have at least two emergency contacts for every child in the school in case of emergencies, and in case, there are welfare concerns at the home.

The Headteacher will be kept informed of any significant issues by the DSL.

All safeguarding records will be transferred in accordance with data protection legislation to a child's subsequent school/setting, under confidential and separate cover to the new DSL or Headteacher and a receipt of delivery will be obtained.

10. Multi Agency Safeguarding Arrangements

The Ropemakers' Academy recognises and is committed to its responsibility to work with other professionals and agencies in line with statutory guidance (WTSC 2018). We must ensure children's needs are met and to protect them from harm. All staff will endeavour to identify those children and families who may benefit from the intervention and support of external professionals and will seek to enable referrals, in discussion with parents/carers as appropriate.

Schools are not the investigating agency when there are child protection concerns and the school will therefore pass all relevant cases to the statutory agencies. We will however contribute to the investigation and assessment processes as required and recognise that a crucial part of this may be in supporting the child while these take place.

The Ropemakers' Academy will follow the new local multi-agency safeguarding arrangements under the LA Safeguarding Partnership system. The DSL will ensure the changes are updated to staff to reflect what's new and staff should understand what their roles and responsibilities under the new system.

At The Ropemakers' Academy we recognise the importance of multi-agency working and will ensure that staff are enabled to attend relevant safeguarding meetings, including Child Protection Conferences, Core Groups, Strategy Meetings, Child in Need meetings and Early

Help Teams around the Child / Family. The School Leadership Team and DSL will work to establish strong and co-operative relationships with relevant professionals in other agencies.

11. CONFIDENTIALITY, INFORMATION SHARING AND GDPR

The Ropemakers' Academy recognises that all matters relating to child protection are confidential. The Headteacher/DSL will only disclose information about a pupil to other members of staff on a 'need to know basis'.

All members of staff must be aware that whilst they have duties to keep any information about children, families and colleagues, which have, access to because of their role confidential, they also have a professional responsibility to share information if it is necessary and proportionate with other agencies in order to safeguard children.

The Data Protection Act 2018 and GDPR do not prevent, or limit, the sharing of information for the purposes of keeping children safe. Fears about sharing information must not be allowed to stand in the way of the need to promote the welfare and protect the safety of children.

All staff are directed for further information to the July 2018 Government guidance, Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers, which includes "seven golden rules for sharing information"

All staff must be aware that they cannot promise a child to keep secrets, which might compromise the child's safety or wellbeing. Further advice on responding to disclosures can be found in Appendix A of this policy.

Everyone in this school who deals with personal data shares the responsibility for data protection.

The Ropemakers' Academy will ensure that policies, training and practice give staff the confidence to know when, how and to whom they can share sensitive information when dealing with a safeguarding concern. The annual safeguarding training also covers how to record that information in a neutral and professional manner, focusing on what is necessary for the safeguarding purpose. Data protection law is not a barrier, but it is a system of checks and balances to be borne in mind when recording, sharing, and retaining vital but sensitive data.

- School must appoint a Data Protection Lead to be responsible for guiding the school on data protection matters.
- Senior leaders who manage the 'data ecosystem' should be aware of the content of GDPR in order to oversee how the school is complying with data protection legislation.
- Staff who influence how data is used, processed and secured should be involved in creating high-level data maps and be aware of lawful reasons for processing data and minimising risks.
- All staff should be aware of what personal data is, how it can be used, and any risks involved.

12. COMPLAINTS

The school has a Complaints Procedure available to parents, pupils and members of staff who wish to report concerns. This can be found in the office and on the school website.

All reported concerns must be taken seriously and considered within the relevant and appropriate process. Anything that constitutes an allegation against a member of staff, volunteer or professional will be dealt with under the specific Procedures for Managing Allegations Against Staff and volunteers within Appendix A of this policy.

13. STAFF INDUCTION, AWARENESS AND TRAINING

All members of staff have been provided with a copy of part one of the “Keeping Children Safe in Education” (2020) which covers Safeguarding information. School leaders will read the entire document. School leaders and all members of staff who work directly with children will access Annex A within Keeping Children Safe in Education 2020. Members of staff have signed to confirm that they have read and understood Part One and Annex A of KCSIE 2020 and this information is kept on the school’s Single Central Record (SCR).

The DSL will ensure that all new staff and volunteers including teaching, non-teaching, support, supply, peripatetic, contract staff and third-party contractors (whose employees or sub-contractors have access to school premises), governors, volunteers and trustees working in or on behalf of the school are appropriately inducted as regards the school’s internal safeguarding procedures and communication lines.

A summary information sheet is available to be given to staff and volunteers to support this process.

All staff members will receive appropriate safeguarding and child protection training (organised by the DSL) which will enable them to:

- **Recognise** potential safeguarding and child protection concerns involving pupils and adults (colleagues, other professionals and parents/carers)
- **Respond** appropriately to safeguarding issues and take action in line with this policy
- **Record** concerns in line with the school policies
- **Refer** concerns to the DSL and be able to seek support external to the school if required

All teaching, non-teaching and volunteers will receive appropriate training to ensure they are aware of a range of safeguarding issues (see definition of safeguarding) and are aware that behaviours linked to the likes of drug taking, alcohol abuse, truanting and peer on peer abuse such as bullying and sexting can put children in danger. The staff training will also include school responsibilities, the schoolchild protection procedures, online safety, safe working practice and external reporting mechanisms.

All staff members will receive regular safeguarding and child protection updates via e-bulletins, staff briefing as required, but at least annually, to provide them with relevant skills and knowledge to safeguard children effectively. All members of staff will be made aware of the school’s expectations regarding safe and professional practice via the staff behaviour policy, staff code of conduct and the IT and Acceptable Use policy, which is provided and discussed as part of the induction process.

The school recognises the expertise, which members of staff build by undertaking safeguarding training and managing safeguarding concerns on a daily basis. Opportunity is therefore, provided for all staff to contribute to and shape safeguarding arrangements and the safeguarding policy via involvement in staff departmental meetings.

The DSL will work with the Safeguarding link governor produce an audit report for the Governing Body detailing safeguarding training undertaken by all staff and will maintain up to date registers of who has been trained.

Although the school has a nominated lead for the governing body, all members of the governing body will access appropriate safeguarding training which covers their specific strategic responsibilities on a regular basis.

14. SAFE WORKING PRACTICE

All members of staff are required to work within clear guidelines on Safe Working Practice / the school's Code of Conduct.

Children may make allegations against staff in situations where they feel vulnerable or where they perceive there to be a possible risk to their welfare. As such, all staff should take care not to place themselves in a vulnerable position regarding child protection or potential allegations. For example, it is always advisable for interviews or work with individual children or parents to be conducted in agreed assigned areas.

Physical intervention should only be used when the child is endangering him/herself or others and such events should be recorded and signed by a witness. Staff should be aware of the school's Behaviour Management Policy, and any physical interventions must be in line with agreed policy and procedure in which appropriate training should be provided.

- Full advice and guidance can be found in Guidance for Safer Working Practice for Adults who Work with Children and Young People in Education Settings (2019), and Use of reasonable force: Advice for head teachers, staff and governing bodies (July 2013) link to both guidance is in Appendix B of this guidance.

Staff should be particularly aware of the professional risks associated with the use of social media and electronic communication (email, mobile phones, texting, social network sites etc.). Staff should familiarise themselves with advice and professional expectations outlined in 'Guidance for Safer Working Practice for Adults Who Work with Children and Young People in Education Settings.'

15. STAFF SUPERVISION AND SUPPORT

Any member of staff affected by issues arising from concerns for children's welfare or safety can seek support from the DSL.

The induction process will include familiarisation with child protection responsibilities and procedures to be followed if staff have any concerns about a child's safety or welfare.

The school will provide appropriate supervision and support for all members of staff to ensure that:

- All staff are competent to carry out their responsibilities for safeguarding and promoting the welfare of children
- Staff are able to create an environment where members of staff feel able to raise concerns and feel supported in their safeguarding role
- All staff have regular reviews of their own practice to ensure they improve over time.

16. SAFER RECRUITMENT

The Ropemakers' Academy is committed to ensure that all steps are taken to recruit staff and volunteers who are safe to work with our pupils and have their welfare and protection as the highest priority.

The Ropemakers' Academy is responsible for ensuring that safe recruitment processes outlined within guidance, including an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role and appropriate pre-appointment checks.

The Ropemakers' Academy is responsible for ensuring that the school maintains an accurate Single Central Record (SCR). The SCR is a list of all staff, volunteers and governors and includes appropriate recruitment and training information such as:

- Dates of recruitment
- Identity checks
- Disclosure Barring (DBS) reference number and barred list check, including date check was obtained and details of who obtained it
- Eligibility to work in the UK checks
- Prohibition, sanctions and restrictions and s128 directions
- Two references
- Further checks on those who have lived outside the UK
- Professional qualifications check
- Accredited Safer Recruitment Training
- Annual Safeguarding training, DSL training and KCSIE staff read & understand confirmation

The Headteacher will apply appropriate judgement regarding the need to supervise and escort visitors and will provide them with appropriate safeguarding information.

We advise all staff to disclose any reason that may affect their suitability to work with children including convictions, cautions, court orders, cautions, reprimands and warnings. Additionally, we make all staff aware that they may also be disqualified because they live in the same household as another person who is disqualified.

It is agreed that all governors will undergo an enhanced Disclosure and Barring Scheme check.

17. ALLEGATIONS AGAINST MEMBERS OF STAFF AND VOLUNTEERS

The Ropemakers' Academy recognises that it is possible for staff and volunteers to behave in a way that might cause harm to children and takes seriously any allegation received.

We understand that on occasions pupils may make allegations against a member of staff however, staff should also take care not to place themselves in a vulnerable position with a pupil where an allegation can be made. If such an allegation is made, the member of staff receiving the allegation will immediately inform the Headteacher. Where there is an allegation against the Headteacher, then the member of staff should inform the Chair of Governors or a representative from The Beckmead Trust team. If the Headteacher is not present, the most senior teacher present **must** then ensure that the Headteacher is informed as a matter of urgency.

In the event of allegations of abuse, the Designated Officer (LADO) must be informed of all allegations that come to the school's attention and appear to meet the criteria to discuss the content of the allegation. Procedures for doing so are found at <https://www.eastsussex.gov.uk/childrenandfamilies/professional-resources/lado/>

The school will follow DfE guidance for managing allegations against staff as outlined in Part 4 “Keeping Children Safe in Education (Sept 2020)”. This is to be read in conjunction with our procedure on managing allegations of abuse against teachers, volunteers, staff and professionals (Appendix A of this policy)

18. WHISTLEBLOWING

All staff and volunteers should feel able to raise concerns about poor or unsafe practice and the senior leadership team will always take such concerns seriously.

All members of staff are made aware of the school’s Whistleblowing procedure and that it is a disciplinary offence not to report concerns about the conduct of a colleague that could place a child at risk.

Members of Staff can also access the NSPCC whistleblowing helpline if they do not feel able to raise concerns regarding child protection failures internally. Staff can call: 0800 028 0285 (8:00 AM to 8:00 PM Monday to Friday) or email: help@nspcc.org.uk.

19. PEER ON PEER ABUSE (Allegations of abuse made against other children)

All members of staff at The Ropemakers’ Academy recognise that children are capable of abusing their peers. Peer on peer abuse can take many forms, including (but not limited to) bullying, cyberbullying, gender-based abuse, hazing (initiation type violence), sexually harmful behaviour and violence and ‘sexting’. The school is mindful that some potential issues may be affected by the gender, age, ability and culture of those involved.

Further information about the school’s response to specific allegations of abuse against pupils can be located in the school’s Behaviour Management, Anti-bullying, and Online Safety Policies.

The school will take steps to minimise the risk of all forms of peer on peer abuse. We will ensure that appropriate curriculum time is dedicated to enable children to develop an awareness and understanding of abusive behaviour and to ensure that children recognise warning signs and supports of support both within the school and externally (such as the Police community liaison, Child Line etc.).

The school recognises ‘Up-skirting’ as a criminal offence under changes to the Voyeurism (Offences) Act 2019 which criminalise ‘up-skirting’. This refers to the act of placing equipment such as a camera or mobile phone beneath a person’s clothing to take a voyeuristic photograph without their permission.

The school will respond to cases of “sexting” (or Youth Produced Sexual Imagery) in line with the UKCCIS “Sexting in Schools and Colleges” guidance and KSCB guidance.

Further information in relation to the school’s approach to ‘sexting’ and ‘up-skirting’ can be found in Appendix A and C of this policy.

20. SEXUAL VIOLENCE and SEXUAL HARASSMENT BETWEEN CHILDREN in SCHOOLS and COLLEGES

The Ropemakers’ Academy recognise that the DfE Advice on Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (SVSH). Schools must protect all pupils and engage social care, support services and the police as required. The new guidance also makes it clear that whilst the criminal age of responsibility is ten, schools should nonetheless report incidents of peer-on-peer abuse involving children younger than ten to the police where appropriate, who will adopt a welfare rather than a criminal response.

All staff must recognise that a child abusing another child may have been abused themselves; therefore, the need may be to support the alleged perpetrator.

Full advice and guidance can be found in on Sexual Violence and Sexual Harassment Between Children in Schools and Colleges (SVSH), which was published in December 2017, has also been updated in May 2018 – see Appendix B of this policy.

21. SERIOUS VIOLENCE

All staff must be aware of warning signs which indicate that a child may be at risk of or involved in serious violent crime. KCSIE 2020 expects schools and colleges to be aware of the risks associated with serious violence (including involvement in criminal networks or gangs) and the measures in place to manage them. KCSIE 2020, paragraphs 29 – 30 directs staff to the Home Office's Preventing youth violence and gang involvement and its Criminal exploitation of children and vulnerable adults: county lines guidance.

Schools and colleges should update policies and training to ensure staff are able to spot indicators which may signal a child's involvement with violent crime and are aware of the Home Office guidance about how to respond appropriately.

Further information in relation to the school's approach to can be found in Appendix A and C of this policy.

22. SAFEGUARDING CHILDREN WITH SPECIAL EDUCATION NEEDS AND DISABILITIES (SEND)

The Ropemakers' Academy acknowledges that some of our children with special educational needs (SEN) and disabilities can face additional safeguarding challenges as they may have an impaired capacity to resist or avoid abuse. They may have speech, language and communication needs, which may make it difficult to tell others what is happening.

The Ropemakers' Academy will ensure that children with SEN and disabilities, specifically those with communication difficulties will be supported to ensure that their voice is heard and acted upon.

Members of staff are encouraged to be aware that children with SEN and disabilities can be disproportionately impacted by safeguarding concerns such as bullying. All members of staff will be encouraged to appropriately explore possible indicators of abuse such as behaviour/mood change or injuries and not to assume that they are related to the child's disability and be aware that children with SEN and disabilities may not always outwardly display indicators of abuse.

Further information in relation to the school's approach to SEND can be found in Appendix A and C of this policy.

23. LOOKED AFTER CHILDREN AND PREVIOUSLY LOOKED AFTER CHILDREN

The Ropemakers' Academy recognise that most children living in care are kept safe from harm. However, a small number remain at risk of abuse or neglect. Children may enter care for all sorts of reasons, but most enter because they have been abused or neglected. These experiences can leave children with complex emotional and mental health needs.

Many children also move repeatedly in and out of care, or between placements. This can prevent them from forming stable relationships with the staff, adults and peers.

A previously looked after child potentially remains vulnerable and all staff should have the skills, knowledge and understanding to keep previously LAC safe.

Schools must appoint a Designated Teacher for LAC who has responsibility for promoting the educational achievement of registered pupils who are looked after and certain previously looked after children.

The Designated Teacher for LAC will maintain details of the child's social worker and information of the virtual school head in the authority.

Further information in relation to the school's approach to LAC and Previous LAC can be found in Appendix A of this policy.

24. MENTAL HEALTH AWARENESS

Schools recognise that they play a vital role in spotting the early signs of mental health issues and can help children get the support they need.

Some pupils can be more vulnerable than others can to issues such as depression, anxiety, self-harm or eating disorders. School staff need to be vigilant to potential emotional and behavioural problems if there are pupils in school who have:

- experienced abuse,
- bullying,
- bereavement,
- have learning difficulties or
- are in care

Exam time can also be a time when children experience increased levels of stress and may need extra emotional support.

The DSL will ensure at induction and through regular training that staff are aware of the processes for reporting and escalating concerns about mental health. If a member of staff has a concern about the mental health of a pupil, they should speak to the DSL in the first instance.

The DSL may offer that if there is a concern about a child's mental health a Strengths and Difficulties Questionnaire (SDQ) can be completed to assess the child's behaviour which is produced by the DfE non-statutory advice for schools in England Mental health and behaviour in schools (DfE, 2018).

Further information in relation to the school's approach to Mental Health Awareness can be found in Appendix A and C of this policy.

25. ONLINE SAFETY

It is recognised by The Ropemakers' Academy that the use of technology presents challenges and risks to children and adults both inside and outside of school.

School must appoint a Designated Lead for online safety with appropriate skills, interest and expertise regarding online safety.

The Ropemakers' Academy identifies that the issues classified within online safety are considerable, but can be broadly categorised into three areas of risk:

- content: being exposed to illegal, inappropriate or harmful material
- contact: being subjected to harmful online interaction with other users
- conduct: personal online behaviour that increases the likelihood of, or causes harm

The Ropemakers' Academy ensures that monitoring and filtering is in place on its school systems, but that this should not impose "unreasonable restrictions" on what children can be taught about safeguarding and online safety. The DfE's new guidance on "Teaching Online Safety in Schools" (June 2019) is included at Annex C to the KCSIE 2020.

Further information in relation to the school's approach to online safety can be found in Appendix A and C of this policy.

26. CURRICULUM AND STAYING SAFE

We recognise that schools play an essential role in helping children to understand and identify the parameters of what is appropriate child and adult behaviour; what is 'safe'; to recognise when they and others close to them are not safe; and how to seek advice and support when they are concerned.

The Ropemakers' Academy will use the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others. This will include online safety.

Students will be educated at a level appropriate to their age and ability about a range of safeguarding concerns through personal, social, health and economic education (PSHE), tutorials (if appropriate) and through sex and relationship education (SRE). This will include, but is not limited, to bullying (including cyber bullying), radicalisation, child sexual exploitation (CSE), stranger danger, road safety, sexual abuse, neglect, online safety, gender-based violence/sexual assaults and 'sexting'.

Further information in relation to the school's approach to curriculum, Relationships education, relationships and sex education (RSE) and health education and staying safe can be found in Appendix A of this policy.

27. THE USE OF SCHOOL PREMISES BY OTHER ORGANISATIONS

Where services or activities are provided separately by another body using the school premises, the Headteacher will seek written assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers.

All external services using school premises will adhere to the lettings agreement.

If this assurance is not achieved, then an application to use premises will be refused.

28. SECURITY

All members of staff have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may become known. We operate within a whole-school community ethos and welcome comments from students, parents and others about areas that may need improvement as well as what we are doing well.

Appropriate checks will be undertaken in respect of visitors and volunteers coming into school as outlined within guidance. Visitors will be expected to sign in and out via the school's visitors log system and to display a visitor's badge whilst on school site. Any individual who is not known or identifiable should be challenged for clarification and reassurance.

The school will not accept the behaviour of any individual (parent or other) that threatens school staff /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 access for that individual onto the school site.

Further information in relation to the school's approach to security and summary on coping with a school emergency can be found in Appendix A.

28. ALTERNATIVE PROVISION (AP)

Schools are responsible for the safeguarding of their pupils when they are placed in an alternative provision. Schools should obtain a written statement from the AP provider that they have completed all the vetting and barring checks that are necessary on their staff. Further information in relation to AP/Off Site Provision and risk assessments can be found in Appendix A of this policy.

29. LOCAL, NETWORK and NATIONAL SUPPORT SERVICES

All members of staff at The Ropemakers' Academy are made aware of the local, network and national support available:

Further information in relation to a list of local, network and national support services can be found in Appendix A of this policy.

30. SCHOOL LOCAL PROCEDURES AND PRACTICE GUIDELINES –Appendix A-D

Schools are required to insert in **APPENDIX A** of this policy their localised school procedure, practice and guidance documents or links to documents specific to their school and LA Safeguarding Partnership arrangements.

Each school may wish to include documentation or links to documentation in addition to the summaries of each area listed below.

APPENDIX B contains statutory legislation and guidance and other documents and links to those documents related to safeguarding in schools. Details of other statutory guidance is available within MyConcern

APPENDIX C contains documents or links to those documents highlighted in Keeping Children Safe in Education (Sept 2020), as being specific safeguarding issues.

APPENDIX D contains the network Recruitment and Appointment Policy 2017-20 which is relevant to safeguarding as it covers selection and vetting processes.

APPENDIX A

SCHOOL LOCAL PROCEDURES AND PRACTICE GUIDELINES

1 WHAT IS CHILD ABUSE?

- 1.1 **Abuse**, including neglect, is a form of maltreatment. A person may abuse or neglect 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 others (e.g. via the internet). They may be abused by an adult or adults or another child or children.
- 1.2 **Children** are any people who have not yet reached their 18th birthday; a 16-year-old, whether living independently, in further education, in the armed forces or in hospital, is a child and is entitled to the same protection and services as anyone younger.
- 1.3 **Child protection** is part of safeguarding and promoting the welfare of children and refers to activity undertaken to protect specific children who are suffering, or likely to suffer, significant harm.
- 1.4 **Early help** means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years to teenage years.
- 1.5 **Harm** is ill treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill treatment of another.
- 1.6 **Safeguarding children** is the action we take to promote the welfare of children and protect them from harm. **Safeguarding and promoting the welfare of children** is defined in *Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children: July 2018*
- 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.

2 CATEGORIES OF ABUSE

- 2.1 **Emotional abuse** is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on the child's emotional development. It may involve:
- making a child feel worthless, unloved or inadequate
 - only there to meet another's needs
 - inappropriate age or developmental expectations
 - overprotection and limitation of exploration, learning and social interaction
 - seeing or hearing the ill treatment of another, e.g. domestic abuse
 - making the child feel worthless and unloved - high criticism and low warmth
 - serious bullying (including cyberbullying)
 - exploitation or corruption

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

2.2 **Neglect** is the persistent failure to meet a child's basic physical or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance misuse. Once a child is born, it may involve a parent failing to:

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

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

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

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

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

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

3 SPECIFIC SAFEGUARDING ISSUES

3.1 School staff members need to be aware of specific safeguarding issues and be alert to any risks. Chapter 8 of the *Pan-Sussex Child Protection and Safeguarding Procedures* - <https://sussexchildprotection.procedures.org.uk/page/contents> has detailed information about specific issues such as child sexual exploitation, fabricated or induced illness, female genital mutilation, children who harm other children, private fostering, etc., and the local procedures to respond to risks.

3.2 Children and the court system

3.2.1 Children are sometimes required to give evidence in criminal courts, either for crimes committed against them or for crimes they have witnessed. There are two age appropriate guides to support children 5-11-year olds and 12-17-year olds. They explain each step of the process and support and special measures that are available. There are diagrams illustrating the courtroom structure and the use of video links is explained.

3.2.2 Making child arrangements via the family courts following separation can be stressful and entrench conflict in families. This can be stressful for children. The Ministry of Justice has

launched an online child arrangements information tool with clear and concise information on the dispute resolution service. This may be useful for some parents and carers.

- 3.2.3 Schools need to be mindful of the stress of these situations and signposting parents to external resources where necessary. Equally the impact upon staff of managing these situations also needs to be considered.

3.3 Children missing from education

- 3.3.1 All staff should be aware that children going missing, particularly repeatedly, can act as a vital warning sign of a range of safeguarding possibilities. This may include abuse and neglect, which may include sexual abuse or exploitation and child criminal exploitation. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of female genital mutilation or risk of forced marriage. Early intervention is necessary to identify the existence of any underlying safeguarding risk and to help prevent the risks of a child going missing in future.
- 3.3.2 The school must inform the local authority of any pupil who fails to attend regularly or has been absent without the school's permission for a continuous period of 10 schools' days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).
- 3.3.3 All staff should be aware of the school's unauthorised absence and children missing from education procedures.

3.4 Children with family members in prison

- 3.4.1 Approximately 200,000 children have a parent sent to prison each year. These children are at risk of poor outcomes including poverty, stigma, isolation and poor mental health. NICCO provides information designed to support professionals working with offenders and their children, to help mitigate negative consequences for those children.

3.5 Child sexual exploitation

- 3.5.1 Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact: it can also occur through the use of technology. Like all forms of child sex abuse, child sexual exploitation:
- can affect any child or young person (male or female) under the age of 18 years, including 16- and 17-year olds who can legally consent to have sex;
 - can still be abuse even if the sexual activity appears consensual;
 - can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity;
 - can take place in person or via technology, or a combination of both;
 - can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence;
 - may occur without the child or young person's immediate knowledge (e.g. through others copying videos or images they have created and posted on social media);
 - can be perpetrated by individuals or groups, males or females, and children or adults. The abuse can be a one-off occurrence or a series of incidents over time, and range from opportunistic to complex organised abuse; and
 - is typified by some form of power imbalance in favour of those perpetrating the abuse. Whilst age may be the most obvious, this power imbalance can also be

due to a range of other factors including gender, sexual identity, cognitive ability, physical strength, status, and access to economic or other resources.

3.5.2 Some of the following signs may be indicators of child sexual exploitation:

- children who appear with unexplained gifts or new possessions;
- children who associate with other young people involved in exploitation;
- children who have older boyfriends or girlfriends;
- children who suffer from sexually transmitted infections or become pregnant;
- children who suffer from changes in emotional well-being;
- children who misuse drugs and alcohol;
- children who go missing for periods of time or regularly come home late; and
- children who regularly miss school or education or do not take part in education.

3.6 Child criminal exploitation: county lines

3.6.1 Criminal exploitation of children is a geographically widespread form of harm that is a typical feature of county lines criminal activity: drug networks or gangs groom and exploit children and young people to carry drugs and money from urban areas to suburban and rural areas, market and seaside towns. Key to identifying potential involvement in county lines are missing episodes, when the victim may have been trafficked for the purpose of transporting drugs and a referral to the National Referral Mechanism should be considered. Like other forms of abuse and exploitation, county lines exploitation:

- can affect any child or young person (male or female) under the age of 18 years;
- can affect any vulnerable adult over the age of 18 years;
- can still be exploitation even if the activity appears consensual;
- can involve force and/or enticement-based methods of compliance and is often accompanied by violence or threats of violence;
- can be perpetrated by individuals or groups, males or females, and young people or adults; and
- is typified by some form of power imbalance in favour of those perpetrating the exploitation.

3.6.2 Whilst age may be the most obvious, this power imbalance can also be due to a range of other factors including gender, cognitive ability, physical strength, status, and access to economic or other resources.

3.6.3 Serious Violence

All staff should be aware of indicators, which may signal that children are at risk from, or are involved with serious violent crime. These may include increased absence from school, a change in friendship or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in wellbeing, or signs of assault or unexplained injuries. Unexplained gifts or new possessions could also indicate that children have been approached by, or are involved with, individuals associated with criminal networks or gangs.

3.6.4 Further Explanation of Child Criminal and Sexual Exploitation

The Keeping Children Safe in Education 2020 document highlights that both categories of abuse:

- are defined as forms of abuse where an individual or group takes advantage of an imbalance in power to coerce, manipulate or deceive a child into sexual or criminal activity
- involve a power imbalance that can be due to age, as well as other factors like gender, sexual identity, cognitive ability, physical strength, status and access to economic or other resources

- may often be in exchange for something the victim needs or wants and/or will be to the financial benefit or other advantage (e.g. increased status) of the perpetrator or facilitator
- can be perpetrated by individuals or groups, males or females, and children or adults
- can be a one-off occurrence or be a series of incidents over time, and range from opportunistic to complex organised abuse
- can involve force and/or enticement-based methods of compliance and can involve violence or threats of violence
- can result in victims being exploited even when activity appears to be consensual
- can happen online as well as in person

3.7 Domestic abuse

3.7.1 The cross-government definition of domestic violence and abuse is:

3.7.2 Any incident or pattern of incidents of controlling, coercive, threatening behaviour, violence or abuse between those aged 16 or over who are, or have been, intimate partners or family members regardless of gender or sexuality. The abuse can encompass, but is not limited to:

- psychological;
- physical;
- sexual;
- financial; and
- emotional

3.7.3 Exposure to domestic abuse and/or violence 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. Domestic abuse affecting young people can also occur within their personal relationships, as well as in the context of their home life.

3.8 Homelessness

3.8.1 Being homeless or being at risk of becoming homeless presents a real risk to a child's welfare. The designated safeguarding lead (and any deputies) should be aware of contact details and referral routes in to the Local Housing Authority so they can raise/progress concerns at the earliest opportunity. Indicators that a family may be at risk of homelessness include household debt, rent arrears, domestic abuse and anti-social behaviour, as well as the family being asked to leave a property. Whilst referrals and or discussion with the Local Housing Authority should be progressed as appropriate, this does not, and should not, replace a referral into children's social care where a child has been harmed or is at risk of harm.

3.8.2 The Homelessness Reduction Act 2017 places a new legal duty on English councils so that everyone who is homeless or at risk of homelessness will have access to meaningful help including an assessment of their needs and circumstances, the development of a personalised housing plan, and work to help them retain their accommodation or find a new place to live. The following factsheets usefully summarise the new duties: Homeless Reduction Act Factsheets. The new duties shift focus to early intervention and encourage those at risk to seek support as soon as possible, before they are facing a homelessness crisis.

3.8.3 In most cases school and college staff will be considering homelessness in the context of children who live with their families, and intervention will be on that basis. However, it should also be recognised in some cases 16- and 17-year olds could be living

independently from their parents or guardians, for example through their exclusion from the family home, and will require a different level of intervention and support. Children's services will be the lead agency for these young people and the designated safeguarding lead (or a deputy) should ensure appropriate referrals are made based on the child's circumstances.

3.9 So-called 'honour-based' violence including female genital mutilation and forced marriage

- 3.9.1 So-called 'honour-based' violence (HBV) encompasses incidents or crimes which have been committed to protect or defend the honour of the family and/or the community, including female genital mutilation (FGM), forced marriage, and practices such as breast ironing. Abuse committed in the context of preserving "honour" often involves a wider network of family or community pressure and can include multiple perpetrators. It is important to be aware of this dynamic and additional risk factors when deciding what form of safeguarding action to take. All forms of HBV are abuse (regardless of the motivation) and should be handled and escalated as such. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a child being at risk of HBV, or already having suffered HBV.

3.10 Actions

- 3.10.1 If staff have a concern regarding a child that might be at risk of HBV or who has suffered from HBV, they should speak to the designated safeguarding lead (or deputy). As appropriate, they will activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and children's social care. Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on **teachers** that requires a different approach (see following section).

3.11 FGM

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

3.12 FGM mandatory reporting duty for teachers

- 3.12.1 Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon **teachers** along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, and they should **not** be examining pupils, but the same definition of what is meant by "to discover that an act of FGM appears to have been carried out" is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at: Mandatory reporting of female genital mutilation procedural information.
- 3.12.2 Teachers **must** personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss any such case with the schools designated safeguarding lead (or deputy) and involve children's social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures.

3.13 Forced marriage

- 3.13.1 Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding children from forced marriage.
- 3.13.2 The Forced Marriage Unit has published statutory guidance and Multi-agency guidelines, with pages 35-36 of which focus on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact: 020 7008 0151 or email fmf@fco.gov.uk.

3.14 Further Information on Online Safety (use of ICT, the internet, mobile technology and social media)

- 3.14.1 The school has an Online Safety policy which includes guidance for all pupils in relation to Online Safety and using the internet and social media. There are appropriate filtering and monitoring systems in place. Staff are encouraged to report their concerns if they believe that children are using the internet, mobile technology or social media inappropriately (e.g. sexting). In these instances, the DSL will review the circumstances and speak with parents and make appropriate referrals as necessary. For further information, see Keeping Children Safe in Education Annex C.

3.15 Preventing radicalisation

- 3.15.1 Children are vulnerable to extremist ideology and radicalisation. Similar to protecting children from other forms of harms and abuse, protecting children from this risk should be a part of a schools' or colleges' safeguarding approach. Extremism is the vocal or active opposition to our fundamental values, including the rule of law, individual liberty and the mutual respect and tolerance of different faiths and beliefs. This also includes calling for the death of members of the armed forces. Radicalisation refers to the process by which a person comes to support terrorism and extremist ideologies associated with terrorist groups.
- 3.15.2 There is no single way of identifying whether a child is likely to be susceptible to an extremist ideology. Background factors combined with specific influences such as family and friends may contribute to a child's vulnerability. Similarly, radicalisation can occur through many different methods (such as social media) and settings (such as the internet). However, it is possible to protect vulnerable people from extremist ideology and intervene to prevent those at risk of radicalisation being radicalised. As with other safeguarding risks, staff should be alert to changes in children's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying children who might be at risk of radicalisation and act proportionately which may include the designated safeguarding lead (or deputy) making a referral to the Channel programme.

3.16 The Prevent duty

- 3.16.1 All schools and colleges are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due

regard to the need to prevent people from being drawn into terrorism". This duty is known as the Prevent duty.

- 3.16.2 The Prevent duty should be seen as part of schools' and colleges' wider safeguarding obligations. Designated safeguarding leads and other senior leaders should familiarise themselves with the Revised Prevent duty guidance: for England and Wales, especially paragraphs 57-76 which are specifically concerned with schools (and also covers childcare). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

3.17 Additional support

- 3.17.1 The department has published advice for schools on the Prevent duty. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.
- 3.17.2 There is additional guidance: Prevent duty guidance: for further education institutions in England and Wales that applies to colleges.
- 3.17.3 Educate Against Hate, a website launched by the Her Majesty's Government has been developed to support and equip school and college leaders, teachers, and parents with information, tools and resources (including on the promotion of fundamental British values) to help recognise and address extremism and radicalisation in young people. The platform provides information on and access to training resources for teachers, staff and school and college leaders, some of which are free such as Prevent e-learning, via the Prevent Training catalogue.

3.18 Channel

- 3.18.1 Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. Guidance on Channel is available at: Channel guidance, and a Channel awareness e-learning programme is available for staff at: Channel General Awareness.
- 3.18.2 The school or college's Designated Safeguarding Lead (and any deputies) should be aware of local procedures for making a Channel referral. As a Channel partner, the school or college may be asked to attend a Channel panel to discuss the individual referred to determine whether they are vulnerable to being drawn into terrorism and consider the appropriate support required.

3.19 Peer on peer abuse

- 3.19.1 Children can abuse other children. This is generally referred to as peer on peer abuse and can take many forms. This can include, but is not limited to:
- bullying (including cyberbullying)
 - physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm
 - sexual violence, such as rape, assault by penetration and sexual assault
 - sexual harassment, such as sexual comments, remarks, jokes and online sexual harassment which may be standalone or part of a broader pattern of abuse
 - Upskirting, which typically involves taking a picture under a person's clothing without them knowing, with the intention of viewing their genitals or buttocks to obtain sexual gratification, or cause the victim humiliation, distress or alarm.

- sexting, also known as youth produced sexual imagery
- initiating/hazing type violence and rituals.

3.20 Sexual violence and sexual harassment between children in schools and colleges

3.20.1 Context

- 3.20.2 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.
- 3.20.3 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 educational attainment. Sexual violence and sexual harassment exist on a continuum and may overlap, they can occur online and offline (both physical and verbal) and are never acceptable. It is important that **all** victims are taken seriously and offered appropriate support. Staff should be aware that some groups are potentially more at risk. Evidence shows girls, children with SEND and LGBT children are at greater risk.
- 3.20.4 Staff should be aware of the importance of:
- making clear that sexual violence and sexual harassment is not acceptable, will never be tolerated and is not an inevitable part of growing up;
 - not tolerating or dismissing sexual violence or sexual harassment as “banter”, “part of growing up”, “just having a laugh” or “boys being boys”; and
 - challenging behaviours (potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them.

3.21 What is Sexual violence and sexual harassment?

3.21.1 Sexual violence

- 3.21.2 It is important that school and college staff are aware of sexual violence and the fact children can, and sometimes do, abuse their peers in this way. When referring to sexual violence we are referring to sexual offences under the Sexual Offences Act 2003 as described below:
- 3.21.3 **Rape:** A person (A) commits an offence of rape if: he intentionally penetrates the vagina, anus or mouth of another person (B) with his penis, B does not consent to the penetration and A does not reasonably believe that B consents.
- 3.21.4 **Assault by Penetration:** A person (A) commits an offence if: s/he intentionally penetrates the vagina or anus of another person (B) with a part of her/his body or anything else, the penetration is sexual, B does not consent to the penetration and A does not reasonably believe that B consents.
- 3.21.5 **Sexual Assault:** A person (A) commits an offence of sexual assault if: s/he intentionally touches another person (B), the touching is sexual, B does not consent to the touching and A does not reasonably believe that B consents.
- 3.21.6 **What is consent?** Consent is about having the freedom and capacity to choose. Consent to sexual activity may be given to one sort of sexual activity but not another, e.g. to vaginal but not anal sex or penetration with conditions, such as wearing a condom. Consent can be withdrawn at any time during sexual activity and each time activity occurs. Someone consents to vaginal, anal or oral penetration only if s/he agrees by choice to that penetration and has the freedom and capacity to make that choice.

3.21.7 Sexual harassment

When referring to sexual harassment we mean 'unwanted conduct of a sexual nature' that can occur online and offline. When we reference sexual harassment, we do so in the context of child on child sexual harassment. Sexual harassment is likely to: violate a child's dignity, and/or make them feel intimidated, degraded or humiliated and/or create a hostile, offensive or sexualised environment.

Whilst not intended to be an exhaustive list, sexual harassment can include:

- sexual comments, such as: telling sexual stories, making lewd comments, making sexual remarks about clothes and appearance and calling someone sexualised names;
- sexual "jokes" or taunting;
- physical behaviour, such as: deliberately brushing against someone, interfering with someone's clothes (schools and colleges should be considering when any of this crosses a line into sexual violence - it is important to talk to and consider the experience of the victim) and displaying pictures, photos or drawings of a sexual nature; and
- online sexual harassment. This may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. It may include:
 - non-consensual sharing of sexual images and videos;
 - sexualised online bullying;
 - unwanted sexual comments and messages, including, on social media; and
 - sexual exploitation; coercion and threats
- upskirting

3.21.8 The response to a report of sexual violence or sexual harassment

3.21.7.1 The initial response to a report from a child is important. It is essential that all victims are reassured that they are being taken seriously and that they will be supported and kept safe. A victim should never be given the impression that they are creating a problem by reporting sexual violence or sexual harassment. Nor should a victim ever be made to feel ashamed for making a report.

3.22 Further Information on Self-harm and suicidal behaviour

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

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

Pan-Sussex Child Protection and Safeguarding Procedures -
<https://sussexchildprotection.procedures.org.uk/page/contents>

3.23 Further information on Private Fostering

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

3.23.2 Private Fostering definition

Private fostering occurs when a child under 16 (or 18 if the child is disabled) is cared for and lives with an adult who is not a relative for 28 days or more. This could be a step parent (by marriage or civil partnership), grandparent, step grandparent, brother, sister, uncle or aunt.

- 3.23.3 Private fostering is a private arrangement made by the parent(s), (or those with parental responsibility) for someone to care for their child because they are unable to do so (permanently or temporarily). This may be due to a number of reasons such as parental ill health, a parent going abroad or in to prison, a child being brought to the UK to study English or the relationship between the child and parent has broken down.
- 3.23.4 School staff play an essential role in identifying privately fostered children. If you know a child is being privately fostered, you should advise the parent/carer that they have a legal obligation to report the arrangement to Children Social Care at least six weeks before it happens or within 48 hours if the arrangement is current having been made in an emergency.
- 3.23.5 Alert your Designated Safeguarding Lead who will ensure this is followed up with Children Social Care and the arrangement is assessed, approved and monitored.

3.24 Children with medical conditions

- 3.24.1 Children with medical conditions will be supported in accordance with the Supporting Students with Medical Conditions Policy (update this to reflect the exact name you give this policy in your school) and the statutory guidance Supporting Pupils at School with Medical Conditions 2015.
- 3.25.2 The school will ensure that arrangements are in place to support children with medical conditions. These arrangements will be informed through liaison with the parents and medical professionals, where appropriate, and dependent on the age and capacity, the child as well.
- 3.25.3 Most ongoing conditions will require an individual healthcare plan, unless it is agreed that this would be inappropriate and disproportionate.
- 3.25.4 The healthcare plan will be shared with staff as necessary, to ensure that staff are aware of what arrangements are in place, as well as any emergency procedures.
- 3.25.5 Systems are in place to ensure that the Designated Safeguarding Lead is kept informed of arrangements for children with medical conditions and is alerted where a concern arises, such as an error with the administering of medicines or intervention, or repeated medical appointments being missed, or guidance or treatments not being followed by the parents or the child.

3.25 Host families

- 3.25.1 When a school arrange a homestay, it should consider what intelligence/information will best inform its assessment of the suitability of the adults in those families who will be responsible for the visiting child during the stay. It will be for the school to use their professional judgement to decide what it considers what will be relevant. However, to help inform that assessment, schools should obtain a DBS enhanced certificate with barred list information. This check will not only establish whether the adults are barred from engaging in regulated activity relating to children, but where criminal record information is disclosed it will also allow the school to consider, alongside all other intelligence that it has obtained, whether the adult would be a suitable host for a child.
- 3.25.2 Further consideration should be given whether the homestay then becomes a case of private fostering, in the case where the stay exceeds 28 days.

3.26 Children's Mental Health Awareness

Safeguarding is described in KCSIE 2020 as "preventing impairment of children's **mental** and physical health or development." This acknowledgement of a

child's mental wellbeing being linked to their safeguarding means that staff should be even more vigilant about what to do when a child's mental health is a concern:

- All staff should be aware that mental health problems can, in some cases, be an indicator that a child has suffered or is at risk of suffering abuse, neglect or exploitation
- Only trained professionals should make a diagnosis of a mental health problem, but staff are well placed to observe children and identify those whose behaviour suggests they may be experiencing a mental health problem, or be at risk of developing one
- Abuse, neglect and other traumatic adverse childhood experiences can have a lasting impact, and it's key that staff are aware of how these experiences can affect children's mental health, behaviour and education
- Staff should take action on any mental health concerns that are also safeguarding concerns, following your school's child protection policy and speaking to the DSL or deputy
- There is also DfE guidance available on preventing and tackling bullying and mental health and behaviour, as well as Public Health England guidance on promoting children's emotional health and wellbeing and lesson plans and teaching materials from Rise Above.

4 RECOGNITION – WHAT TO LOOK FOR

- 4.1 Staff members should refer to the detailed information about the categories of abuse and risk indicators in the <https://sussexchildprotection.procedures.org.uk/page/contents> for further guidance.
- 4.2 In an abusive relationship, the child may:
- appear frightened of their parent(s)
 - act in a way that is inappropriate to their age and development, although full account needs to be taken of different patterns of development and different ethnic groups
 - however, they may also not exhibit any signs of stress/fear
- 4.3 In an abusive relationship, the parent or carer may:
- persistently avoid child health services and treatment of the child's illnesses
 - have unrealistic expectations of the child
 - frequently complain about or to the child and fail to provide attention or praise
 - be absent
 - be misusing substances
 - persistently refuse to allow access on home visits by professionals
 - be involved in domestic violence and abuse
 - be socially isolated
- 4.4 Serious case reviews have found that parental substance misuse, domestic abuse and mental health problems, sometimes referred to as the 'toxic trio', if they coexist in a family could mean significant risks to children. Problems can be compounded by poverty, frequent house moves or eviction.
- 4.5 Staff should be aware that children with special educational needs and disabilities can face additional safeguarding challenges including:
- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability
 - children with special educational needs and disabilities are particularly vulnerable to bullying and often show no outward signs

- communication issues can be a barrier to effective safeguarding

5 ALLEGATIONS AND DISCLOSURES OF PEER ON PEER ABUSE

- 5.1 At our school we believe that all children have a right to attend and learn in a safe environment. Children should be free from harm by adults in the school and other children.
- 5.2 Peer on peer abuse does not occur in a vacuum, it occurs in a society where there are structures and norms that shape young people's views, experiences and behaviours, as well as responses to them.
- 5.3 Gender can be a factor within peer on peer abuse, in that it is more likely that girls will be victims and boys' perpetrators.
- 5.4 All peer on peer abuse is unacceptable and will be taken seriously, it will never be tolerated or passed off as "banter", "just having a laugh" or "part of growing up".
- 5.5 There are different forms of peer on peer abuse, such as:
 - Physical abuse such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm.
 - Sexting (also known as youth produced sexual imagery).
 - Sexual violence and sexual harassment.
 - upskirting
 - Initiation/hazing type violence and rituals.
- 5.6 All reports of peer on peer abuse will be reported to the DSL and recorded on the safeguarding files for each child involved. The DSL will analyse the information and act as necessary and record the outcome.
- 5.7 In the case of physical abuse consideration will be given as to whether it may be appropriate for the school to make use of the behaviour or anti bullying policy and processes to resolve the issue.
- 5.8 In the case of sexting the school will follow the UK Council for Child Internet Safety (UKCCIS) advice for schools and colleges on responding to sexting incidents. Based upon this, when determining a response, the school will consider:
 - Whether there is an immediate risk to a young person or young people
 - If a referral should be made to the police and/or children's social care
 - If it is necessary to view the imagery in order to safeguard the young person – in most cases, imagery will not be viewed
 - What further information is required to decide on the best response
 - Whether the imagery has been shared widely and via what services and/or platforms. This may be unknown.
 - Whether immediate action should be taken to delete or remove images from devices or online services
 - Any relevant facts about the young people involved which would influence risk assessment
 - If there is a need to contact another school, college, setting or individual
 - Whether to contact parents or carers of the pupils involved - in most cases parents will be involved
- 5.9 The school will always make a referral to the police and/or children's social care if:

- The incident involves an adult
- There is reason to believe that a young person has been coerced, blackmailed or groomed, or if there are concerns about their capacity to consent (for example, owing to special educational needs)
- What is known about the imagery suggests the content depicts sexual acts which are unusual for the young person's developmental stage, or are violent
- The imagery involves sexual acts and any pupil in the imagery is under 13
- There is reason to believe a young person is at immediate risk of harm owing to the sharing of the imagery, for example, the young person is presenting as suicidal or self-harming

5.10 In the case of sexual violence or sexual harassment:

- The school recognise that reports of this nature are likely to be complex.
- All decisions will be made on a case-by-case basis, with the designated safeguarding lead (or a deputy) taking a leading role and using their professional judgement, supported by other agencies, such as children's social care and the police as required.

Important considerations will include:

- The wishes of the victim in terms of how they want to proceed. This is especially important in the context of sexual violence and sexual harassment. Victims should be given as much control as is reasonably possible over decisions regarding how any investigation will be progressed and any support that they will be offered;
- The nature of the alleged incident(s), including: whether a crime may have been committed and consideration of harmful sexual behaviour;
- The ages of the children involved;
- The developmental stages of the children involved;
- Any power imbalance between the children. For example, is the alleged perpetrator significantly older, more mature or more confident? Does the victim have a disability or learning difficulty?
- If the alleged incident is a one-off or a sustained pattern of abuse;
- Are there ongoing risks to the victim, other children, adult students or school or college staff; and
- Other related issues and wider context.

5.11 Initiation/hazing type violence and rituals are likely to be complex and may involve a range of behaviours. The school will manage reports of such activity on a case by case basis applying the same principles and considerations as outlined above for other types of peer on peer abuse.

5.12 Referrals to other agencies

- Any report which involves activity which is suspected of being a crime: the school will refer to the police.
- Any report which involves activity which places a child at level 3 or 4 on the continuum of need: the school will refer to children's social care.
- The school will give consideration to what other agencies or resource might be of support to children and families, seeking consent and making referrals as necessary.

5.13 Responding to reports of peer on peer abuse

5.13.1 All victims will be reassured that they are being taken seriously and that they will be supported and kept safe.

5.13.2 When being made aware of a disclosure or report of peer on peer abuse all staff will:

- Not promise confidentiality
- Be supportive and respectful of the child;
- Listen carefully to the child, being non-judgmental, being clear about boundaries and how the report will be progressed, not asking leading questions and only prompting the child where necessary with open questions – where, when, what, etc.;
- Record the facts as the child presents them, without reflecting the personal opinion of the note taker as such reports could become part of a statutory assessment by children's social care and/or part of a criminal investigation;
- If possible, have two members of staff present, (preferably one of them being the designated safeguarding lead or a deputy). However, this might not always be possible; and informing the designated safeguarding lead (or deputy), as soon as practically possible, if the designated safeguarding lead (or deputy) is not involved in the initial report.
- Staff will consider what support might be needed for the alleged perpetrators as well as the victims.

5.14 Risk Assessment

- 5.14.1 When there has been a report of peer on peer abuse the DSL will make an immediate risk and needs assessment, based upon the ESCC Protocol for Managing Peer on Peer Harmful Sexual Behaviour in Schools and The Brook Traffic Light Tool. This plan will be recorded using the ESCC Safeguarding Risk Reduction Plan (SRRP) for Schools and Education Settings.
- 5.14.2 In all cases of peer on peer abuse, but especially those involving sexual violence and/or sexual harassment, the risk and needs assessment should consider:
- The victim, especially their protection and support;
 - The alleged perpetrator; and
 - All the other children (and, if appropriate, adult students and staff) at the school, especially any actions that are appropriate to protect them;
- 5.14.3 Risk assessments or the SRRP will be recorded in writing and will be kept under review. At all times, the school will be actively considering the risks posed to all pupils and putting proportionate measures in place to protect them and keep them safe.
- 5.14.4 The DSL will engage with children's social care and specialist services as required. Where there has been a report of sexual violence, it is likely that professional risk assessments by social workers and or sexual violence specialists will be required. Any such professional assessments will be used to inform the schools approach to supporting and protecting pupils and updating any school-based risk assessment or SRRP.

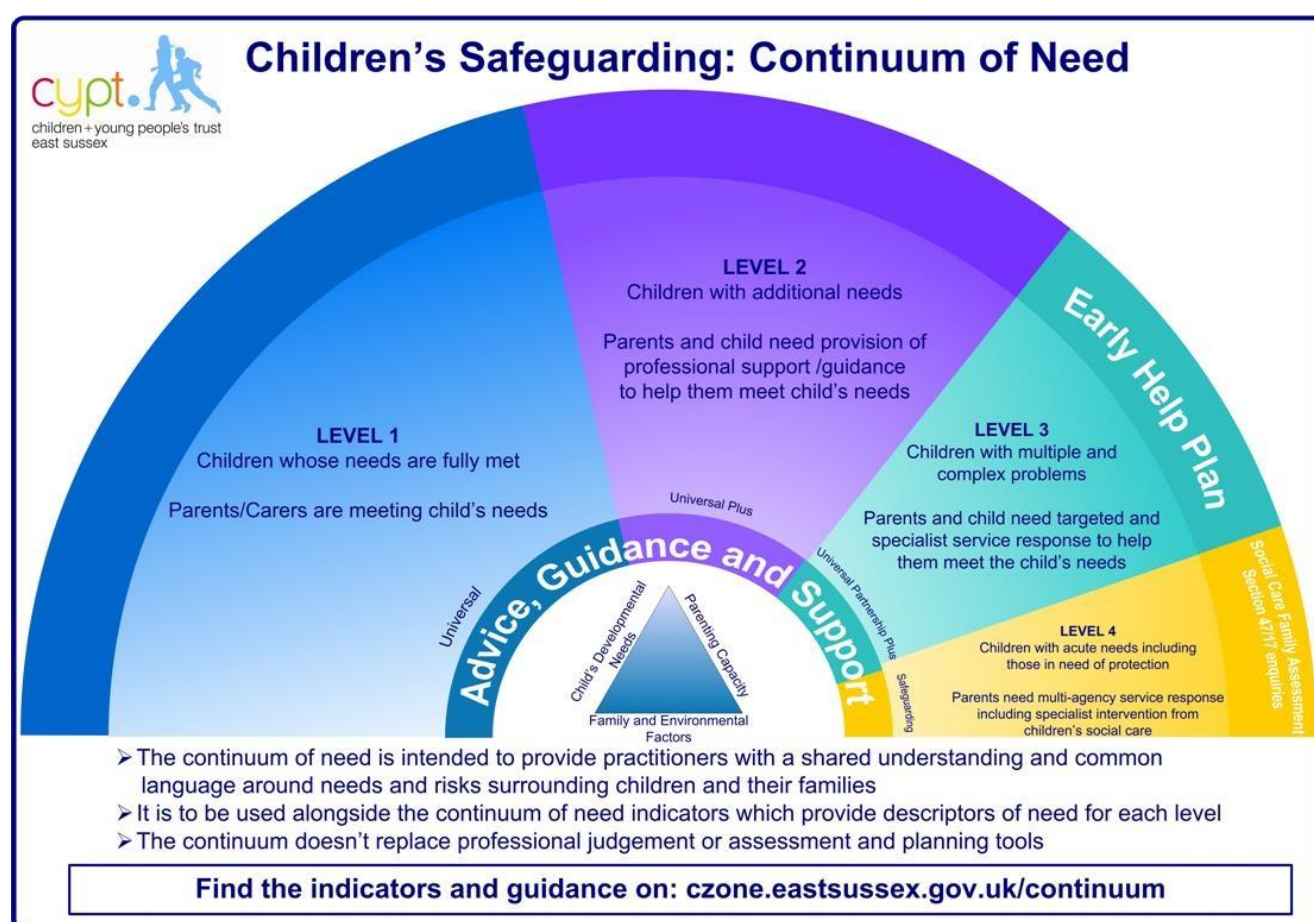
5.15 Minimising the risk of peer on peer abuse

- 5.15.1 We will provide a developmentally appropriate PSHE syllabus which develops pupils' understanding of acceptable behaviour and keeping themselves safe.
- 5.15.2 Have systems in place for any pupil to raise concerns with staff, knowing they will be listened to, believed and valued.
- 5.15.3 Deliver targeted work on assertiveness and keeping safe to those pupils identified as being at risk.
- 5.15.4 Where the school are advised that a pupil may present a risk to other children, due to a factor outside of school, such as having spent time in custody, or experienced abuse

themselves, a Safeguarding Risk Reduction Plan will be completed to ensure that all children at school can be safeguarded.

6 SAFEGUARDING CHILDREN CONTINUUM OF NEED

- 6.1 The Safeguarding Children Continuum of Need has been developed so that everyone working with children in East Sussex has a common language for understanding the needs and risks surrounding children and their families. It is important that all members of staff are familiar with it.
- 6.2 The Continuum of Need shows that a child's or family's additional needs can be on a range from one to four, and that needs can shift from early help to child protection and back to preventative early help. It covers children whose needs are increasing as well as children whose needs are decreasing after Children's Social Care involvement. The Continuum of Need will help practitioners to identify the right level of support for the child in the least intrusive way while keeping the child safe.



6.3 The Continuum of Need identifies four levels of need.

Level 1:

- children who are achieving expected outcomes

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

Level 2:

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

Level 3:

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

Level 4:

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

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

7 WHAT ACTION TO TAKE IF YOU HAVE CONCERNS ABOUT A CHILD

- 7.1 When concerned about the welfare of a child, staff should always act in the best interests of the child.
- 7.2 If staff are unsure, they should always speak to the DSL or deputy DSL.
- 7.3 If staff have any concerns about a child's welfare, they should act on them immediately.
- 7.4 Staff should not assume a colleague or another professional will take action.
- 7.5 The DSL or a deputy should always be available to discuss safeguarding concerns. If in exceptional circumstances, the DSL (or deputy) is not available, this should not delay appropriate action being taken. Staff should consider speaking to a member of the senior leadership team and/or take advice from SPoA. In these circumstances, any action taken should be shared with the DSL (or deputy) as soon as is practically possible.
- 7.6 All concerns must be reported by recording on our electronic record keeping system, 'MyConcern.' If for any reason staff are unable to access the system, then paper copies of the cause for concern form are available at the office, which should be filled in and passed directly to one of the Designated Safeguarding Leads.

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

- 8.1 If a child discloses that he or she has been abused in some way, the member of staff or volunteer should follow this guidance.
- Listen to what is being said without displaying shock or disbelief.
 - Only ask questions when necessary to clarify.
 - Accept what is being said.
 - Allow the child to talk freely – do not put words in the child's mouth.
 - Reassure the child that what has happened is not his or her fault.
 - Do not make promises that you may not be able to keep.
 - Do not promise confidentiality – it may be necessary to refer the child to Children's Social Care.
 - Stress that it was the right thing to tell.
 - Do not criticise the alleged perpetrator.
 - Explain what has to be done next and who has to be told.
 - Inform the DSL without delay.
 - Complete the child protection incident/welfare concern form on the MyConcern electronic record keeping system and pass it to the DSL.
 - Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with the DSL.

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

- 9.1 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.
- 9.2 **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 safeguarding file with a full explanation for your decision.
- 9.3 **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.
- 9.4 When talking to children, you should take account of their age, understanding and preferred language, which may not be English. It is also important to consider how a disabled child may need support in communicating.
- 9.5 How you talk to a child will also depend on the substance and seriousness of the concerns. You may need to seek advice from Children's Social Care or the police to ensure that neither the safety of the child nor any subsequent investigation is jeopardised.
- 9.6 If concerns have arisen as a result of information given by a child, it is important to reassure the child but not to promise confidentiality.
- 9.7 **It is expected that you discuss your concerns with the parents and seek their consent to making a referral to Children's Social Care, unless you consider that this would place the child at increased risk of significant harm.**
- 9.8 **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.
- 9.9 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.

- 9.10 **If you decide to refer the child without the parents' consent, make sure to record this with a full explanation of your decision.**
- 9.11 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.

10 EARLY HELP FOR CHILDREN AND FAMILIES

- 10.1 Most parents can look after their children without the need of help other than from their family or friends. However, some parents may need additional help from our school or other services such as the NHS. Providing help early is more effective in promoting the welfare of children than reacting later.
- 10.2 Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:
- is disabled and has specific additional needs;
 - has special educational needs (whether or not they have a statutory education, health and care plan);
 - is a young carer;
 - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
 - is frequently missing/goes missing from care or from home;
 - is misusing drugs or alcohol themselves;
 - Is at risk of modern slavery, trafficking or exploitation;
 - is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
 - has returned home to their family from care;
 - is showing early signs of abuse and/or neglect;
 - is at risk of being radicalised or exploited;
 - is a privately fostered child.
- 10.3 Our school will work together with other agencies to provide a coordinated offer of early help, in line with *Working Together to Safeguard Children July 2018* and local guidance, to any child who needs it.
- 10.4 We will pool our knowledge within the school and with other agencies about which families or children need additional support in a range of ways so that we can work out how best to help them. We will use the East Sussex Safeguarding Continuum of Need tool to identify what level of need the child or their family has.
- 10.5 We will work closely with targeted early help services and Children's Social Care if we feel families need more support and input, or children are at risk of harm, and we will continue to provide support if other services are also needed.
- 10.6 We will talk to the family about referral to a targeted early help service and explain that there may be a need to involve other professionals, including talking to a social worker about our concerns. We will seek the family's consent for the referral.
- 10.7 If the family does not consent to an early help service, we will make a judgement about whether the needs of the child will escalate, or the child will become unsafe without help. If our judgement is that the needs or concerns will escalate, then we will contact the Children's Social Care Single Point of Advice for a consultation with a qualified social worker in order to make a shared decision about whether the level of concerns calls for a referral to Children's Social Care.

11 CHILDREN'S SOCIALCARE-LED RESPONSES TO CONCERNS ABOUT A CHILD

- 11.1 Once Children's Social Care has accepted our referral as needing a social-care-led response (Level 4 of the Continuum of Need), we will cooperate with Children's Social Care and the police in any emergency action they take using their legal powers for immediate protection of the child.
- 11.2 We will participate in any multi-agency discussions (strategy discussions), if invited to do so, and share information about the child and their family to plan the response to concerns.
- 11.3 We will ensure that a relevant staff member participates in all initial and review child protection conferences, if we are invited to attend. The staff member will work together with other agencies to discuss the need for and agree to an outcome - focused child protection plan and will ensure that the child's wishes, and views are considered in their own right in planning.
- 11.4 If we are members of the core group to implement a child protection plan, we will ensure a relevant staff member participates in all core group meetings.
- 11.5 We will ensure that we complete all actions allocated to us as part of the outcome-focused plan, whether a child protection plan or a family support plan, in a timely way.
- 11.6 We will continue to monitor children once their plans are ended to ensure that they are supported and kept safe.

12 INFORMATION SHARING AND CONSENT

- 12.1 It is essential that people working with children can confidently share information as part of their day-to-day work. This is necessary not only to safeguard and protect children from harm but also to work together to support families to improve outcomes for all.
- 12.2 The school may have to share information about parents or carers, such as their medical history, disability or substance misuse issues, for investigations of child abuse carried out by Children's Social Care.
- 12.3 We will proactively seek out information as well as sharing it. This means checking with other professionals whether they have information that helps us to be as well informed as possible when working to support children.
- 12.4 The Data Protection Act 2018 and the General Data Protection Regulations 2018 are not barriers to sharing information and **do not change duties under safeguarding**. They are 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.
- 12.5 We should be sharing any concerns we have with parents at an early stage, unless this would put a child at greater risk or compromise an investigation. Parents need to know what our responsibilities are for safeguarding and protecting children and that this involves sharing information about them with other professionals.
- 12.6 Be clear about the purpose of sharing confidential information and only share as much as you need to achieve your purpose.

- 12.7 Try to get consent from parents (or the child, if they have sufficient understanding¹) to share information, if possible. However, **you do not need consent if you have serious concerns about a child's safety and well-being. If you decide to share information without consent, you should record this with a full explanation of your decision.**
- 12.8 **Consent should not be sought from parents or carers (or the child, if they have sufficient understanding), if:**
- it would place a child at increased risk of harm; or
 - it would place an adult at risk of serious harm; or
 - it would prejudice a criminal investigation; or
 - it would lead to unjustified delay in making enquiries about allegations of significant harm to a child; or
 - required by law or a court order to share information.
- 12.9 **Consent is not necessary** in cases where Children's Social Care are making child protection enquiries under section 47 of the Children Act 1989. Information needs to be shared with Children's Social Care; staff members must make sure to record what information has been shared.
- 12.10 **Consent is necessary, for:**
- Children's Social Care investigations or assessments of concerns under section 17 of the Children Act 1989. Children's Social Care will assume that we have obtained consent from the parents to share information unless we make them aware that there is a specific issue about consent. This must be discussed with a social worker in the Single Point of Advice.
 - Early help (level 3) referrals and assessments. Assessments are undertaken with the agreement of the child and their parents or carers.
- 12.11 If you are in any doubt about the need for seeking consent, get advice from the DSL or from the Children's Social Care Single Point of Advice.
- 12.12 Keep a record of your decision to share information, with or without consent, and the reasons for it. Remember also that it is just as important to keep a record of why you decided not to share information as why you did so.

13 RECORD KEEPING

- 13.1 Accurate and timely record keeping is an important part of the school's accountability to children and their families and will help us in meeting our key responsibility to respond appropriately to welfare concerns about children.
- 13.2 Records should be factual, accurate, relevant, up to date and auditable. They should support monitoring, risk assessment and planning for children and enable informed and timely decisions about appropriate action to take.
- 13.3 All staff members, governors, volunteers, contractors and activity providers should ensure that they record and report safeguarding concerns in line with guidance from the East Sussex Safeguarding Children Partnership – *Keeping Records of Child Protection and Welfare Concerns Guidance for Early Years Settings, Schools and Colleges*.

¹ Children aged 12 or over may generally be expected to have sufficient understanding. Younger children may also have sufficient understanding. All people aged 16 and over are presumed, in law, to have the capacity to give or withhold their consent, unless there is evidence to the contrary.

- 13.4 The DSL will ensure that records are maintained accurately for children with safeguarding concerns and that stand-alone files are created and maintained in line with requirements of the above guidance.

14 PROFESSIONAL CHALLENGE AND DISAGREEMENTS

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

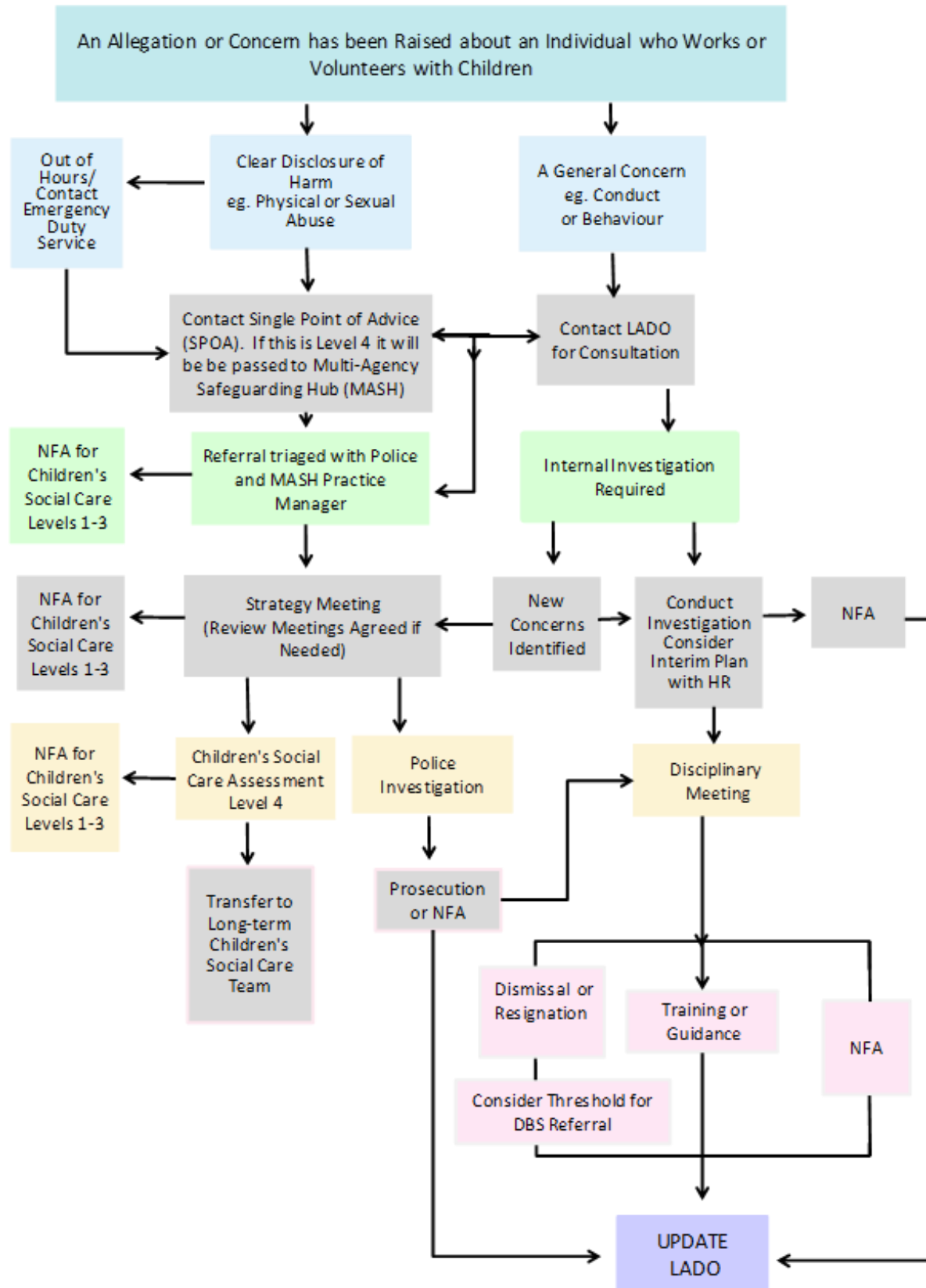
15 SAFER RECRUITMENT

- 15.1 Our school has robust recruitment and vetting procedures to help prevent unsuitable people from working with children.
- 15.2 Our job advertisements and application packs make explicit reference to the school's commitment to safeguarding children, including compliance with the Disclosure and Barring Service (DBS) process and clear statements in the job description and person specification about the staff member's safeguarding responsibilities.
- 15.3 All staff members who have contact with children, young people and families will have appropriate pre-employment checks, which will be scrutinised, in line with *Keeping Children Safe in Education: September 2020*
- 15.4 At least one member on every short listing and interview panel will have completed safer recruitment training. The Headteacher is responsible for ensuring that safer recruitment training is kept up to date.
- 15.5 The Headteacher and the nominated governor for child protection are responsible for ensuring that our **single central record** is accurate and up to date.

16 PROCEDURE FOR MANAGING ALLEGATIONS OF ABUSE MADE AGAINST EDUCATIONAL ESTABLISHMENT STAFF MEMBERS AND VOLUNTEERS

- 16.1 Our aim is to provide a safe and supportive environment which secures the wellbeing and very best outcomes for the children at our school. We do recognise that sometimes the behaviour of adults may lead to an allegation of abuse being made.
- 16.2 Allegations sometimes arise from a differing understanding of the same event, but when they occur they are distressing and difficult for all concerned. We also recognise that some allegations are genuine and there are some adults who deliberately seek to harm or abuse children.
- 16.3 We will take all possible steps to safeguard our children and to ensure that the adults in our school are safe to work with children. We will always ensure that the procedures outlined in Part 4 of Keeping Children Safe in Education September 2020 are adhered to and will follow the procedures as outlined in the policy document 'Procedure for managing allegations of abuse against teachers, other staff working in and for schools, and volunteers.'
- 16.4 If an allegation is made or information is received about an adult who works in our school which indicates that they may be unsuitable to work with children, the member of staff receiving the information should inform the Headteacher immediately. Should an allegation be made against the Headteacher, this will be reported to the Chair of Governors. In the event that neither the Headteacher nor Chair of Governors are not contactable on that day, the information must be passed to and dealt with by either the member of staff acting as Headteacher or the Vice Chair of Governors.
- 16.5 The Headteacher or Chair of Governors will follow the flowchart overleaf. No member of staff or the governing body will undertake further investigations before receiving advice from Single Point of Advice or LADO.
- 16.6 In addition to the procedures laid out in the flowchart, the Headteacher or Chair of Governors must inform the Beckmead Trust leadership team when an allegation has been made in order to keep them informed of what actions have taken place, and update them regularly on the investigation process.

Managing Allegations Flowchart



- 16.6 Any member of staff or volunteer who does not feel confident to raise their concerns with the Headteacher or Chair of Governors should follow the flowchart in Appendix C and make the appropriate contact direct.
- 16.7 Supporting people:
- The school together with Children's Social Care and the police, if they are involved, will consider the impact on the child concerned and provide support as appropriate.
 - The Headteacher will ensure that the child and family are kept informed of the progress of the investigation.
 - The Personnel/HR lead for the organisation will be contacted at the earliest opportunity for advice in relation to the investigation of any allegation in line with the Councils' Disciplinary Policy, where appropriate.
 - The staff member who is the subject of the allegation will be advised to contact their union, professional association or a colleague for support, (depending on the outcome of the safeguarding strategy meeting which is normally chaired by the LADO).
 - The Personnel/HR lead for the organisation will ensure that the staff member is provided with appropriate support, if necessary, through occupational health or welfare arrangements.
 - The Headteacher will appoint a named representative to keep the staff member updated on the progress of the investigation; this will continue during any police or section 47 investigation or disciplinary investigation.
 - The legislation imposing restrictions makes clear that "publication" of material that may lead to the identification of the teacher who is the subject of the allegation is prohibited. "Publication" includes "any speech, writing, relevant programme or other communication in whatever form, which is addressed to the public at large or any section of the public". This means that a parent who, for example, published details of the allegation on a social networking site would be in breach of the reporting restrictions (if what was published could lead to the identification of the teacher by members of the public).
- 16.8 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 from working (paid or unpaid) in regulated activity, or would have been removed had they not left. The DBS will consider whether to bar the person. If these circumstances arise in relation to a member of staff at our school, a referral will be made as soon as possible after the resignation or removal of the individual in accordance with advice from the LADO and/or the Personnel/HR lead for the organisation. In the case of a member of teaching staff, a decision will be made about whether to refer the matter to the Teaching Regulation Agency to consider prohibiting the individual from teaching.

17 THE USE OF 'REASONABLE FORCE'

- 17.1 There are circumstances when it will be appropriate for staff to use reasonable force to safeguard children. The term 'reasonable force' covers the broad range of actions used by staff that involve a degree of physical contact to control or restrain children. This can range from guiding a child to safety by the arm, to more extreme circumstances such as breaking up a fight or where a young person needs to be restrained to prevent violence or injury. 'Reasonable' in these circumstances means 'using no more force than is needed'. The use of force may involve either passive physical contact, such as standing between pupils or blocking a pupil's path, or active physical contact such as leading a pupil by the arm out of the classroom.
- 17.2 Further guidance on the use of reasonable force and positive handling should be sought within the behaviour policy, along with guidance from the DfE in their document ['The Use of Reasonable Force in Schools.'](#)
- 17.3 When managing incidents of positive handling the school will consider whether to liaise with the LADO, where it is thought that the physical intervention may lead to an allegation.

18 ALTERNATIVE AND OFF SITE PROVISION

- 18.1 Alternative provision is educational provision for students who are unable to access mainstream education for a number of different reasons, or who are unsuited to the mainstream provision on offer.
- 18.2 The school recognises that there is a need to ensure that our curriculum is inclusive and accessible, providing opportunities for all students to succeed. Moreover, we recognise the need that from time to time we may need to offer the type of provision that allows some students to achieve their potential outside of what is accessible at The Ropemakers' Academy.
- 18.3 To facilitate this individual learning pathway, our school will work with different local providers to help students who have struggled to reach their potential in our school based environment to succeed.
- 18.4 Reasons why we might offer Alternative Provision

Students would be referred to alternative provision on the basis that this provision is more appropriate for them than what The Ropemakers' Academy can provide at a given time. Some reasons might be:

- *The student's strengths are not being developed through the national curriculum.*
- *Alternative provision recognises that students have different strengths and weaknesses and that mainstream education is not suitable for some. The emphasis on vocational education that some alternative provision offers may be more attractive and suitable to some students.*
- *The student has had one or more fixed-term exclusions and is considered to be at risk of permanent exclusion from school. Alternative provision is seen as a desirable alternative to permanent exclusion for student and to encourage their continued inclusion in education.*
- *The student has not been attending school regularly, and is therefore unlikely to achieve GCSEs. Alternative provision offers a different setting with a broader choice of subjects for students which may encourage attendance. Alternative provision may provide a greater opportunity for a student to a suitable post-16 pathway.*

- 18.5 We would appoint an Off-Site Provision Co-Coordinator that would oversee the quality assurance process supported by the Headteacher. The Off-Site Provision Co-Coordinator would have the responsibility for developing links to new providers, building the relationships with their staff, monitoring the placement, relationships between staff and the students, and the quality and standards of the work produced. They would also maintain regular contact and communication with parents and provisions. Each student would produce a file of evidence illustrating the work they have completed on their offsite placements and both students and staff complete a pro forma to evidence progress made.

Before we agreed to use an offsite provision we would visit the provision and see what they have to offer and what they can offer the pupils that attend The Ropemakers' Academy. We then ask for an outline of the course, copies of all necessary risk assessments, insurance details, DSB numbers, copies of safeguarding certificates and a completed Service Level Agreement. Once the decision is made for a student to attend the provision, we will obtain parental permission and then take the students for a taster day or look around.

18.6 Referral Process

The school will use DfE publication Alternative Provision: Statutory Guidance for Local Authorities (January 2013) as a basis for making arrangements for alternative provision.

The student's parent/carers will be fully involved in the process and any decisions taken.

Students who are referred to alternative provision will remain on roll with The Ropemakers' Academy and the school will fund their place in alternative provision. The Ropemakers' Academy always remains ultimately responsible for the student, and the offer of alternative provision shows a commitment by the school to an inclusive approach to the student's education.

We will set up regular and scheduled monitoring meetings with the provider involving all relevant parties, including parents/carers and others as appropriate.

Our Off-Site provision coordinator will also visit the placements termly to ensure the work is age/ability appropriate and to ensure that providers are fulfilling their obligation to provide the highest level of education and support to all students involved.

APPENDIX B

Statutory legislation and guidance documents links

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/892394/Keeping_children_safe_in_education_2020.pdf

[Working together to Safeguard Children \(DfE, 2018\)](#)

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

[What to do if you are worried a child is being abused \(March 2015\)](#)

[Use of reasonable force: advice for head teachers, staff and governing bodies \(July 2013\)](#)

[Information Sharing: Advice for Practitioners \(DfE, 2018\)](#)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/721581/Information_sharing_advice_practitioners_safeguarding_services.pdf

[Prevent Duty Guidance for England and Wales' \(2015\)](#)

[Early years \(under 5s\) foundation stage framework \(EYFS\) \(2017\)](#)

[The Children Act 1989 and 2004](#)

[DfE's Data Protection: A Toolkit for Schools \(2018\)](#)

[Education Act 2002](#)

[The Children and Families Act 2014](#)

[Inspecting Safeguarding in early years, education and skills setting \(2019\)](#)

[SEND code of practice: 0 to 25 years \(DfE 2017\)](#)

[Mental Health & Behaviour in Schools 2016](#)

[Disqualification under the Childcare Act \(DfE, 2006\)](#)

[The Childcare \(Disqualification\) and Childcare \(Early Years Provision Free of Charge\) \(Extended Entitlement\) \(Amendment\) Regulations 2018](#)

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/718641/Childcare_disqualification_consultation_report.pdf

[School attendance 2016](#)

[Exclusion from maintained schools, academies and pupil referral units in England \(Sept 2017\)](#)

[Criminal Exploitation of children and vulnerable adults: County Lines guidance \(July 2017\)](#)

[Education Inspection Framework \(Sept 2019\)](#)

[Inspecting safeguarding in early years, education and skills settings \(Sept 2019\)](#)

APPENDIX C

Abuse / Safeguarding Issues that can place children at risk of harm (link to guidance/advice)

[Abuse](#)

[Bullying including cyberbullying](#)

[Children and the Court System 5-11 and 12-17](#)

[Children with family members in prison](#)

[Child Missing from Education](#)

[Child Missing from home or care](#)

[Child Sexual Exploitation \(CSE\)](#)

[Criminal exploitation of children and vulnerable adult's county lines](#)

[Domestic Violence & Abuse](#)

[Drug Advice for Schools](#)

[Fabricated or Induced Illness](#)

[Faith or Belief Based Abuse](#)

[Female Genital Mutilation \(FGM\)](#)

[Forced Marriage](#)

[Gangs and Youth Violence](#)

[Gender based violence/violence against women and girls \(VAWG\)](#)

[Hate](#)

[Health & Well-being](#)

[Homelessness](#)

[Mental health](#)

[Peer and Peer abuse](#)

[Private fostering](#)

[Preventing radicalisation](#)

[Protecting children from radicalisation](#)

[Sexting](#)

[Sexual violence and sexual harassment between children in schools and colleges](#)

[Serious Violence](#)

[Trafficking and modern slavery](#)

[Up-skirting](#)

APPENDIX D:

RECRUITMENT & APPOINTMENT POLICY

Our Safer Recruitment policy can be found on the school website.