



HAMILTON LODGE  
SCHOOL AND COLLEGE

All policies are developed collaboratively to ensure we fulfil our mission to teach each one of our Primary, Secondary and Further Education students to:

- develop a full language to support memory & learning
- achieve their academic and vocational potential
- be safe and confident in the modern world
- have happy memories of their childhood and make lasting friendships
- be healthy and resilient both physically and emotionally

## 15 CP. Child Protection and Safeguarding Policy and Procedures.

Compulsory Policy.



HLSC Specific Policy.

**Date Approved:**

**27 October 2020**

Chair of Governors:

Martin Redshaw.

Safeguarding Governor:

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Principal:

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Policy Lead: HoC, Principal DSL:

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**Expiry Date:**

**27 October 2021**



Hamilton Lodge School and College Policy Document.

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## 1. Aims

We aim to ensure that:

- All staff are aware of their statutory responsibilities with respect to safeguarding and understand it is everyone’s responsibility to ensure the safety and well-being of our children.
- Appropriate action is taken in a timely manner to safeguard and promote children’s welfare
- Staff are properly trained in recognising and reporting safeguarding issues

## 2. Legislation and statutory guidance

This policy is based on the Department for Education’s statutory guidance, [Keeping Children Safe in Education](#) and [Working Together to Safeguard Children](#), and the [Governance Handbook](#). We comply with this guidance and the procedures set out by our local safeguarding children board. ([Pan Sussex Procedures](#)).

This policy is also based on the following legislation:

- Part 1 of the schedule to the [Non-Maintained Special Schools \(England\) Regulations 2015](#), which places a duty on non-maintained special schools to safeguard and promote the welfare of pupils at the school. [Pan Sussex Child Safeguarding Procedures](#).
- [The Children Act 1989](#) (and [2004 amendment](#)), which provides a framework for the care and protection of children
- Section 5B(11) of the Female Genital Mutilation Act 2003, as inserted by section 74 of the [Serious Crime Act 2015](#), which places a statutory duty on teachers to report to the police where they discover that female genital mutilation (FGM) appears to have been carried out on a girl under 18
- [Statutory guidance on FGM](#), which sets out responsibilities with regards to safeguarding and supporting girls affected by FGM
- [The Rehabilitation of Offenders Act 1974](#), which outlines when people with criminal convictions can work with children
- Schedule 4 of the [Safeguarding Vulnerable Groups Act 2006](#), which defines what ‘regulated activity’ is in relation to children
- Statutory [guidance on the Prevent duty](#), which explains schools’ duties under the Counter-Terrorism and Security Act 2015 with respect to protecting people from the risk of radicalisation and extremism
- The [Childcare \(Disqualification\) Regulations 2009](#) (and [2018 amendment](#)) and [Childcare Act 2006](#), which set out who is disqualified from working with children

This policy also complies with our funding agreement and articles of association.

## 3. Definitions

**Safeguarding and promoting the welfare of children** means:

- Protecting children from maltreatment
- Preventing impairment of children's health or development
- Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
- Taking action to enable all children to have the best outcomes

**Child protection** is part of this definition and refers to activities undertaken to prevent children suffering, or being likely to suffer, significant harm.

**Abuse** is a form of maltreatment of a child, and may involve inflicting harm or failing to act to prevent harm. Appendix 1 explains the different types of abuse.

**Neglect** is a form of abuse and is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Appendix 1 defines neglect in more detail.

**Children** includes everyone under the age of 18.

## 4. Equality statement

Some children have an increased risk of abuse, and additional barriers can exist for some children with respect to recognising or disclosing it. We are committed to anti-discriminatory practice and recognise children's diverse circumstances. We ensure that all children have the same protection, regardless of any barriers they may face.

We recognise the importance of the school working in a trauma-informed way, based on the understanding that a child's experiences of adversity and trauma can have long-term impact and leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

We give special consideration to children who:

- Have special educational needs or disabilities
- Are young carers
- May experience discrimination due to their race, ethnicity, religion, gender identification or sexuality
- Have English as an additional language
- Are known to be living in difficult situations – for example, temporary accommodation or where there are issues such as substance abuse or domestic violence
- Are at risk of FGM, sexual exploitation, forced marriage, or radicalisation
- Are asylum seekers

## 5. Roles and responsibilities

Safeguarding and child protection is **everyone's** responsibility. This policy applies to all staff, volunteers, governors and trustees in the school and is consistent with the procedures of [Brighton and Hove Local Safeguarding Childrens Board](#). . Our policy and procedures also apply to residential, extended school and off-site activities.

### 5.1 All staff

All staff will read and understand part 1 and Annex A of the Department for Education's statutory safeguarding guidance, [Keeping Children Safe in Education](#), September 2019 and review this guidance at least annually.

All staff will be aware of:

- Our systems which support safeguarding, including all policies linked to this one, the role of our designated safeguarding leads (DSLs) and the safeguarding response to children who go missing from education

The [process for making referrals](#) to local authority children's social care and for statutory assessments that may follow a referral, including the role they might be expected to play

- What to do if they identify a safeguarding issue or a child tells them they are being abused or neglected, including specific issues such as FGM, and how to maintain an appropriate level of confidentiality while liaising with relevant professionals
- The signs of different types of abuse and neglect, as well as specific safeguarding issues, such as child sexual exploitation (CSE), FGM and radicalisation

Section 12 and appendix 4 of this policy outline in more detail how staff are supported to do this.

## 5.2 The Designated Safeguarding Lead (DSL).

Our DSL takes lead responsibility for child protection and wider safeguarding across School and College.

During term time, one DSL will be available during school hours for staff to discuss any safeguarding concerns. DSL's can be contacted in person across the school and residential provision, by phone or if appropriate email.

When both DSL's are absent, the Assistant Head (school) or Senior Care Officer (residential)– will act as cover.

The principal is also a trained DSL and will act to oversee all referrals and school actions.

The DSL will be given the time, funding, training, resources and support to:

- Provide advice and support to other staff on child welfare and child protection matters
- Take part in strategy discussions and inter-agency meetings and/or support other staff to do so
- Contribute to the assessment of children
- Refer suspected cases, as appropriate, to the relevant body and support staff who make such referrals directly

The DSL will also keep the Principal informed of any issues, and liaise with local authority case managers and designated officers for child protection concerns as appropriate.

The full responsibilities of the DSL are set out in their job description.

Details of our DSLs can be seen in [appendix 7](#).

## 5.3 The governing board

The governing board will approve this policy annually and hold the Principal to account for its implementation.

The Safeguarding Governor will act as our safeguarding lead and will monitor the effectiveness of this policy in conjunction with the full governing board.

The Safeguarding Governor will act as the 'case manager' in the event that an allegation of abuse is made against the Principal, Principal, where appropriate (see [appendix 3](#)).

## 5.4 The Principal

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

- Ensuring that staff (including temporary staff) and volunteers are informed of this policy as part of their induction
- Communicating this policy to parents when their child joins the school and via the school website
- Ensuring that the DSL has appropriate time, funding, training and resources, and that there is always adequate cover if the DSL is absent
- Ensuring that all staff undertake appropriate safeguarding and child protection training and update this regularly
- Acting as the 'case manager' in the event of an allegation of abuse made against both DSLs, where appropriate (see [appendix 3](#))
- Ensuring the relevant staffing ratios are met, where applicable

## 6. Confidentiality

We work within the scope of the GDPR and manage all school data in line with our [Data Protection policy](#) and [Data Retention policy](#). In cases of Child Protection and Safeguarding the school will share information with relevant professional partners.

At Hamilton Lodge we accept timely information sharing is essential to effective safeguarding and will share all relevant information with appropriate known partners.

Information will only be shared on a 'need-to-know' basis and share information if a child is suffering, or at risk of, serious harm without consent.

Staff will never promise a child that they will not tell anyone about an allegation, as this may not be in the child's best interests

Confidentiality is also addressed in this policy with respect to:

- record-keeping in section 11
- allegations of abuse against staff in appendix 3

## 7. Recognising abuse and taking action

Staff, volunteers and governors must follow the procedures set out below in the event of a safeguarding issue.

### 7.1 If a child is in immediate danger

Make a referral to children's social care and/or the police **immediately** if a child is in immediate danger or at risk of harm. **Anyone can make a referral.**

Tell one of the DSLs as soon as possible if you make a referral directly.

- [Brighton and Hove Portal.](#)
- [Reporting through central Government pages](#)

### 7.2 If a child makes a disclosure to you

If a child discloses a safeguarding issue to you, you should:

- Listen to and believe them. Allow them time to talk freely and do not ask leading questions
- Stay calm and do not show that you are shocked or upset
- Tell the child they have done the right thing in telling you. Do not tell them they should have told you sooner
- Explain what will happen next and that you will have to pass this information on. Do not promise to keep it a secret
- Write up your conversation as soon as possible in the child's own words. Stick to the facts, and do not put your own judgement on it
- Sign and date the write-up and pass it on to the DSL. Alternatively, if appropriate, make a referral to children's social care and/or the police directly (see 7.1), and tell the DSL as soon as possible that you have done so

### 7.3 If you discover that FGM has taken place or a pupil is at risk of FGM

The Department for Education's [Keeping Children Safe in Education](#) (2019) explains that FGM comprises "all procedures involving partial or total removal of the external female genitalia, or other injury to the female genital organs".

FGM is illegal in the UK and a form of child abuse with long-lasting, harmful consequences. It is also known as 'female genital cutting', 'circumcision' or 'initiation'.

Possible indicators that a pupil has already been subjected to FGM, and factors that suggest a pupil may be at risk, are set out in appendix 4.

**Any member of staff** who discovers that an act of FGM appears to have been carried out on a **pupil under 18** must immediately report this to the police, personally. Even though this is only a statutory duty on teachers at the moment. Colleagues will face disciplinary sanctions for failing to meet their duty of care in this respect.

The duty above does not apply in cases where a pupil is *at risk* of FGM or FGM is suspected but is not known to have been carried out. Staff will not examine pupils.

**Any member of staff** who suspects a pupil is *at risk* of FGM or discovers that a **pupil age 18 or over** appears to have been a victim of FGM, must speak to the DSL who will ensure we follow our local safeguarding procedures for children or adults as required.

## Early help

If early help is appropriate, the DSL will support you in liaising with other agencies and setting up an inter-agency assessment as appropriate.

The DSL will keep the case under constant review and the school will consider a referral to local authority children's social care if the situation does not seem to be improving. Timelines of interventions will be monitored and reviewed.

## Referral

If it is appropriate to refer the case to local authority children's social care or the police, the DSL will make the referral. See our referral process page 7

If you make a referral directly (see section 7.1), you must tell the DSL as soon as possible.

The LA duty social worker will make a decision within 1 working day of a referral about what course of action to take and will let the person who made the referral know the outcome. The DSL or person who made the referral must follow up with the local authority if this information is not made available, and ensure outcomes are properly recorded in the schools Child Protection Operating Management System: CPOMS

If the child's situation does not seem to be improving after the referral, the DSL or person who made the referral must contact the local authority and make sure the case is reconsidered to ensure the concerns have been addressed and the child's situation improves.

### 7.4 If you have concerns about extremism

If a child is not at immediate risk of harm, where possible, speak to the DSL first to agree a course of action. Alternatively, make a referral to local authority children's social care directly if appropriate (see 'Referral' above).

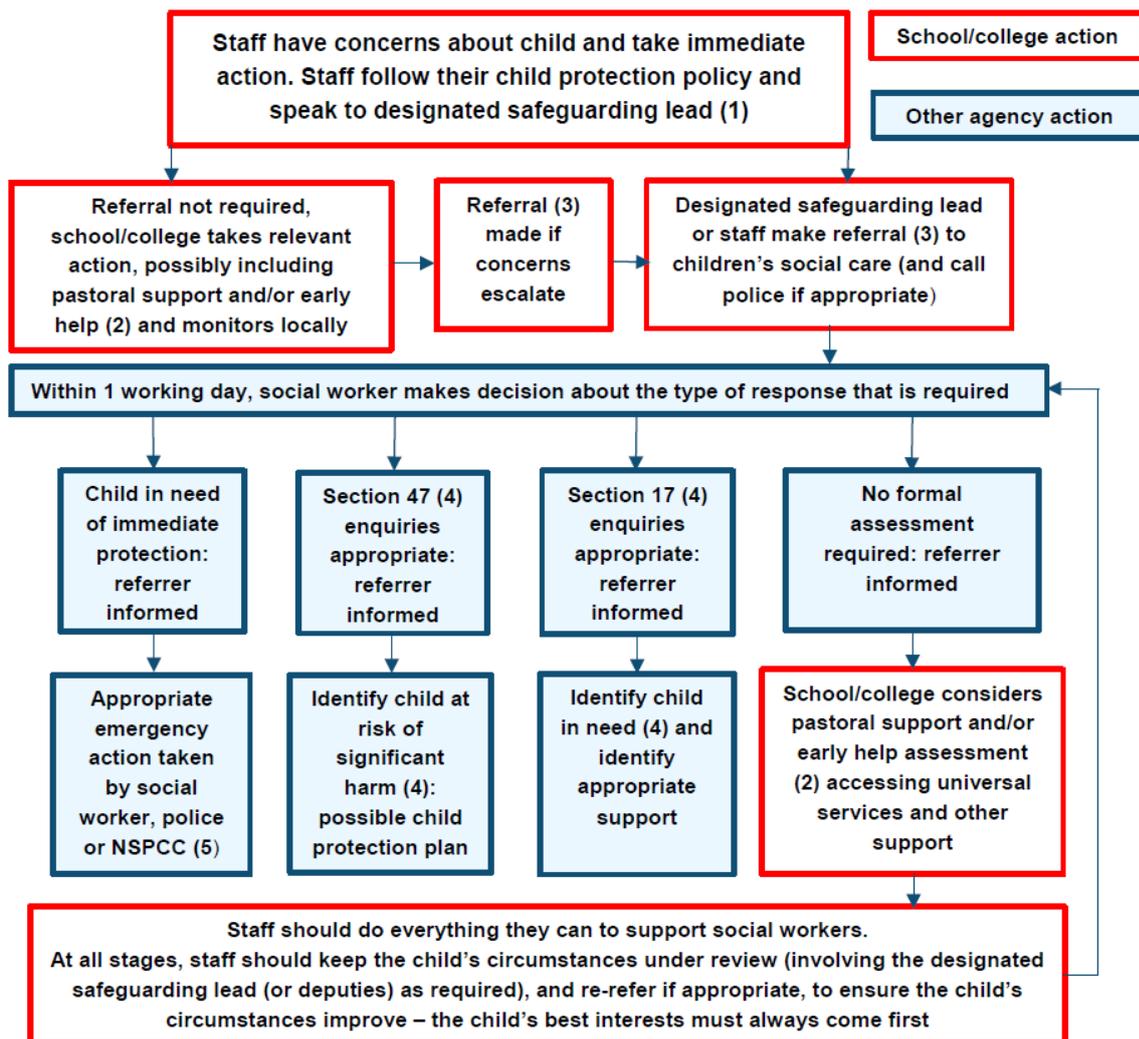
Where there is a concern, the DSL will consider the level of risk and decide which agency to make a referral to. This could include [Channel](#), the government's programme for identifying and supporting individuals at risk of being drawn into terrorism, or the local authority children's social care team.

The Department for Education also has a dedicated telephone helpline, 020 7340 7264, that school staff and governors can call to raise concerns about extremism with respect to a pupil. You can also email [counter.extremism@education.gov.uk](mailto:counter.extremism@education.gov.uk). Note that this is not for use in emergency situations.

In an emergency, call 999 or the confidential anti-terrorist hotline on 0800 789 321 if you:

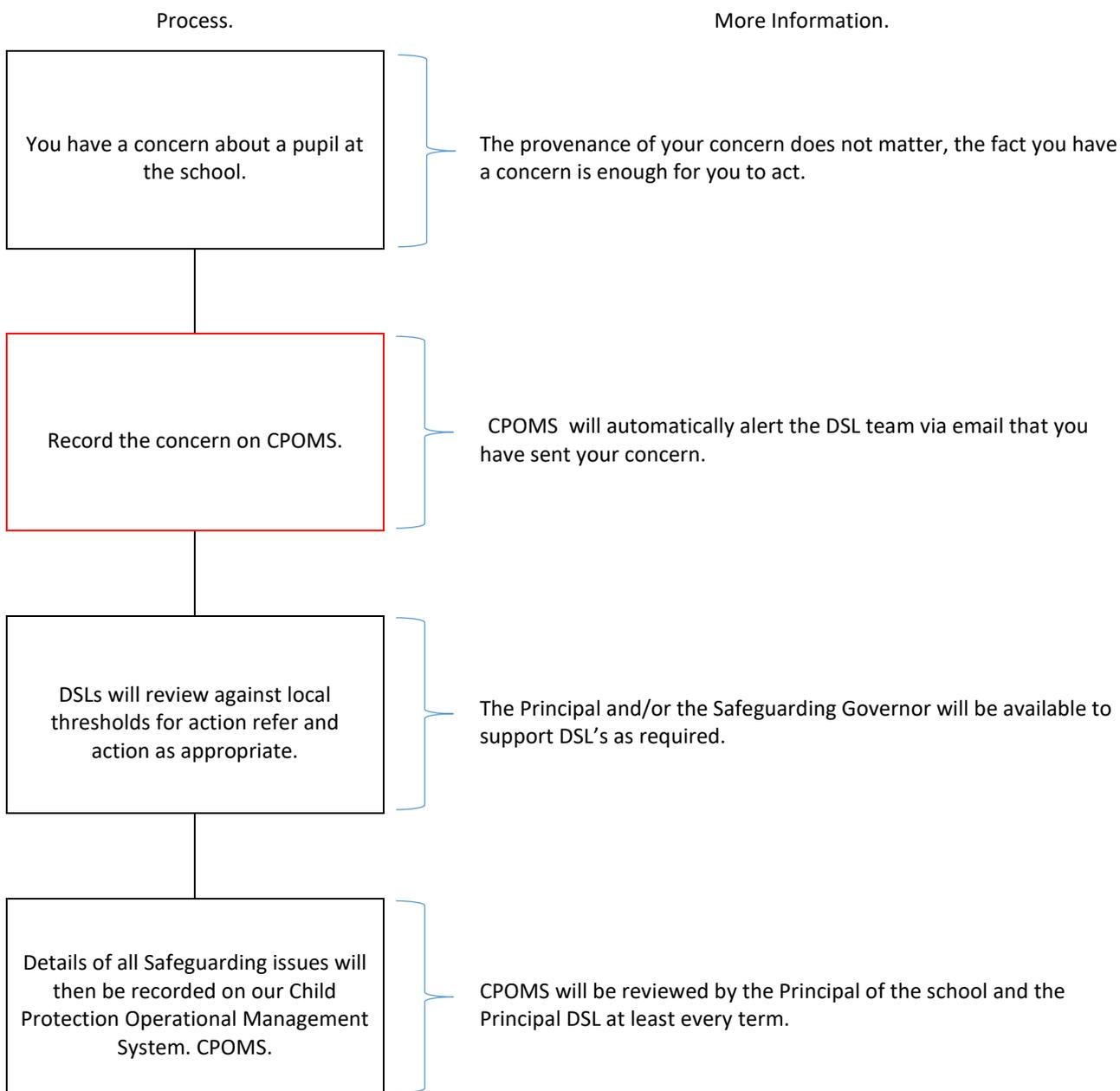
- Think someone is in immediate danger
- Think someone may be planning to travel to join an extremist group
- See or hear something that may be terrorist-related

Adopted Multi Agency Approach to Keeping our Children and Young People Safe.



7.5 If Procedure if you have concerns about a child’s welfare but there is no immediate danger.

**Remember the safety of children at Hamilton Lodge is everyone’s responsibility.**



If you do not notice an improvement in a child’s situation **Refer Again**. If you are unhappy by the school’s response you can speak to the Principal, if you are still unhappy with the Principal’s response you can contact Social Services Directly, (details are on your safeguarding insert).  
You can also contact the charity NSPCC on 0808 800 5000 if you need additional advice on the appropriate action.

Cleaning, maintenance and kitchen staff will report any concerns directly to a member of the safeguarding team.

## 7.6 Concerns about a staff member or volunteer

If you have concerns about a member of staff or volunteer, speak to the Principal. If you have concerns about the Principal, speak to the chair of governors.

You can also discuss any concerns about any staff member or volunteer with one of our DSL's.

The Principal/chair of governors/DSL will then follow the procedures set out in appendix 3, if appropriate.

The DSL (or chair of governors, in the case of a concern about the Principal) will also inform the designated officer for the local authority.

## 7.7 Allegations of abuse made against other pupils

We recognise that children are capable of abusing their peers. Abuse will never be tolerated or passed off as "banter" or "part of growing up".

Most cases of pupils hurting other pupils will be dealt with under our school's behaviour policy, but this child protection and safeguarding policy will apply to any allegations that raise safeguarding concerns. This might include where the alleged behaviour:

- Is serious, and potentially a criminal offence
- Could put pupils in the school at risk
- Is violent
- Involves pupils being forced to use drugs or alcohol
- Involves sexual exploitation or sexual abuse, such as indecent exposure, sexual assault, or sexually inappropriate pictures or videos (including sexting)

If a pupil makes an allegation of abuse against another pupil:

- You must tell a DSL and record the allegation, but do not investigate it
- A DSL will contact the local authority children's social care team and follow its advice, as well as the police if the allegation involves a potential criminal offence
- A DSL will put a risk assessment and support plan into place for all children involved – both the victim(s) and the child(ren) against whom the allegation has been made – with a named person they can talk to if needed
- A DSL will contact the children and adolescent mental health services (CAMHS), if appropriate

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

- Challenging any form of derogatory or sexualised language or behaviour
- Being vigilant to issues that particularly affect different genders – for example, sexualised or aggressive touching or grabbing towards female pupils, and initiation or hazing type violence with respect to boys
- Ensuring our curriculum helps to educate pupils about appropriate behaviour and consent
- Ensuring pupils know they can talk to staff confidentially though staff will ensure by
- Ensuring staff are trained to understand that a pupil harming a peer could be a sign that the child is being abused themselves, and that this would fall under the scope of this policy

## 8. Notifying parents

Where appropriate, we will discuss any concerns about a child with the child's parents or guardians. The DSL will normally do this in the event of a suspicion or disclosure.

Other staff will only talk to parents about any such concerns following consultation with the DSL.

If we believe that notifying the parents would increase the risk to the child, we will discuss this with the local authority children's social care team before doing so.

In the case of allegations of abuse made against other children, we will normally notify the parents of all the children involved.

## 9. Mobile phones and cameras

Staff are allowed to bring their personal phones to school for their own use but will limit such use to non-contact time when pupils are not present. They can use their phones to facilitate communication with colleagues during their working day/evening/night.

Staff will not take pictures or recordings of pupils on their personal phones or cameras.

We will follow the [General Data Protection Regulation and Data Protection Act 2018](#) when taking and storing photos and recordings for use in the school.

Each department and house can only take photos and create videos using school devices, these are not for public distribution and are for school / care use only. Visitors are not permitted to take photos or make videos of the young people or staff without prior consent.

## 10. Complaints and concerns about school safeguarding practices

### 10.1 Complaints against staff

Complaints against staff that are likely to require a child protection investigation will be handled in accordance with our procedures for dealing with allegations of abuse made against staff (see [appendix 3](#)).

### 10.2 Other complaints

Other complaints will be handled in line with our [Complaints Policy](#) and our [Complaint Procedures](#)

### 10.3 Whistle-blowing

We maintain a separate [Whistle Blowing](#) policy that sets out our processes and procedures.

## 11. Record-keeping

We will hold records in line with our retention policy and the [Independent Inquiry into Child Sexual Abuse](#) until we are directed otherwise.

All safeguarding concerns, discussions, decisions made and the reasons for those decisions, must be recorded in writing. If you are in any doubt about whether to record something, discuss it with the DSL.

Non-confidential records will be easily accessible and available. Confidential information and records will be held securely and only available to those who have a right or professional need to see them.

All records of a Child Protection nature are securely stored on our CPOMs system. Historic paper copies of files are store in a locked filing cabinet in the Principals office that is locked when empty.

In addition:

- Appendix 2 sets out our policy on record-keeping specifically with respect to safer recruitment and pre-employment checks
- Appendix 4 sets out our policy on record-keeping with respect to allegations of abuse made against staff

## 12. Training

### 12.1 All staff

All staff members will undertake safeguarding and child protection training at induction, including on whistle-blowing procedures, to ensure they understand the school's safeguarding systems, their responsibilities, and can identify signs of possible abuse or neglect. This training will be regularly updated and will be in line with advice from our local [safeguarding children board](#).

All staff will have training on the government's anti-radicalisation strategy, Prevent, to enable them to identify children at risk of being drawn into terrorism and to challenge extremist ideas.

Staff will also receive regular safeguarding and child protection updates (for example, through emails, e-bulletins and staff meetings) as required, but at least annually.

Staff will be able to understand the unique risks associated with online safety and be confident that they have the relevant knowledge and up to date capability required to keep children safe whilst they are online at school or college.

staff will be able to recognise the additional risks that children with SEN and disabilities (SEND) face online, for example, from online bullying, grooming and radicalisation and are confident they have the capability to support SEND children to stay safe online;

Volunteers will receive appropriate training as required.

## 12.2 The DSLs.

The DSLs will undertake child protection and safeguarding training at least every 2 years.

In addition, they will update their knowledge and skills at regular intervals and at least annually (for example, through e-bulletins, meeting other DSLs, or taking time to read and digest safeguarding developments).

They will also undertake Prevent awareness training.

Our DSL's are members of the Brighton and Hove DSL network and attend all relevant meetings.

## 12.3 Governors

All governors receive training about safeguarding, to make sure they have the knowledge and information needed to perform their functions and understand their responsibilities.

## 12.4 Recruitment – interview/appointment panels

At least one person on any interview/appointment panel for a post at the school will have undertaken safer recruitment training. This will cover, as a minimum, the contents of the Department for Education's statutory guidance, Keeping Children Safe in Education, and be in line with local safeguarding procedures.

## 12.5 Residential Staff

All staff who have contact with children and families will have regular termly supervisions which will provide them with support, coaching and training, promote the interests of children and allow for confidential discussions of sensitive issues.

## 13. Identifying Staff

All staff will wear a school Lanyard and ID badge with current name, role and a recent recognisable photograph to ensure all children and young people can easily identify staff, especially unfamiliar staff, quickly. The Lanyard does not need to be worn around the neck but must be visible.

A safeguarding insert will be in place behind the ID badge helping identify DSLs and a reminder of the referral process. This will be updated as required and will be the responsibility of each individual member of staff to ensure they have the most up today insert.

Staff will use their ID badges to ensure they can be identified to members of the public, or the emergency services as members of staff when out in the community.

## 14. Dissemination of Child Protection and Safeguarding Information.

The principal DSL will ensure that relevant information is shared with staff. Information will be shared across the entire provision:

- Email.
- Safeguarding Page on SharePoint.
- Links to staff folders.
- Training. (Whole school CP & Safeguarding this academic year Friday 25th October 2019)
- Staff notice board in reprographics room.

- Staff ID CP & Safeguarding Inserts. DSL posters placed strategically across the school.

## 15. Searching a Pupil/student's Possessions

On rare occasions it may be necessary to search a child's possessions. Children's belongings are only to be searched **where failure to do so might put at risk the welfare of the child or others.** The reasons for the search should be explained to the child concerned. Any search will be authorised by a senior member of staff (member of the Leadership Team or Senior care Officer) and carried out by two members of staff, the child concerned will be present unless there is good reason for them not to be. All information regarding searches must be documented, recording the date, time and reason for the search, if anything was found, who was present (where possible this will include the pupil/student). Such records should be signed by all those present, including, where possible, the child. All records of searches will be passed to a member of the leadership team.

All searches will be in line with [current government advice](#).

The relevant member of the leadership team will inform the child's parent and placing authority of the search.

## 16. Links with other policies

This policy links to the following policies and procedures:

<a href="#">Behaviour</a>	<a href="#">Physical Contact and Constraint</a>
<a href="#">Staff Code of Conduct.</a>	<a href="#">Allegations against staff</a>
<a href="#">Complaints</a>	<a href="#">Pupil Registration &amp; Supervision</a>
<a href="#">Health and safety</a>	<a href="#">SEND policy</a>
<a href="#">Attendance</a>	<a href="#">Care Supervision</a>
<a href="#">Online safety</a>	<a href="#">Children who go missing from school</a>
<a href="#">Sex and relationship education</a>	<a href="#">Code of Conduct</a>
<a href="#">Conduct and Competency.</a>	<a href="#">Data Protection.</a>
<a href="#">Intimate Care</a>	<a href="#">Privacy Notice</a>
<a href="#">Privacy and Confidentiality.</a>	<a href="#">Recruitment.</a>
<a href="#">Interpreters Code of Practice.</a>	<a href="#">Whistle Blowing.</a>

## Appendix 1

### **HAMILTON LODGE SCHOOL AND COLLEGE-temporary addendum to Safeguarding and Child Protection policy.**

#### **Context**

In the event of future lockdown where parents are asked to keep their children at home, wherever possible, and if schools are asked remain open only for those children of workers critical to the COVID-19 response - who absolutely need to attend.

We will provide care for a limited number of children - children who are vulnerable, and children whose parents are critical to the COVID-19 response and cannot be safely cared for at home.

This sub-section of the Hamilton Lodge Safeguarding and Child Protection policy contains details of our individual safeguarding arrangements in the following areas:

#### **Vulnerable children**

All our learners have EHC plans and all have been risk assessed to see if it is safer to be at Home. We believe all are safer at home and have informed all LA partners that this is the case. All parents have arrangements in place to support their children appropriately.

Hamilton Lodge School and College will continue to work with and support children's social workers to help protect vulnerable children. The lead person for this will be: Simon Rogers and DSL Team.

#### **Designated Safeguarding Lead**

Hamilton Lodge has a Designated Safeguarding Lead and a number of Deputy Designated Safeguarding Leads – these are named on the front sheet.

We will endeavour to have a trained DSL or deputy available on site at all times when pupils are present. Where this is not the case, a trained DSL or deputy will be available to be contacted via phone or online video - for example, when working from home.

Where a trained DSL or deputy is not on site, in addition to the above, a senior leader will assume responsibility for co-ordinating safeguarding on site.

This might include updating and managing access to the child protection online management system, CPOMS, liaising with the offsite DSLs and, if required, liaising with children's social workers where they require access to children in need and/or to carry out statutory assessments at the school or college.

Whatever the scenario, it is important that all school name staff and volunteers have access to a trained DSL or deputy. All members of the DSL team are available via phone call or email. The CPOMS system remains in place.

#### **Reporting a concern**

Where staff have a concern about a child, they should continue to follow the process outlined in the school safeguarding policy, this includes making a report via CPOMS which can be done remotely.

In the unlikely event that a member of staff has a concern about a child but cannot access the recording system, they should telephone, video call or text the Designated Safeguarding Lead and / or a deputy DSLs. This will ensure that the concern is received. Staff must not just leave an answerphone message.

Staff are reminded of the need to report any concern immediately and without delay.

Where staff are concerned about an adult working with children in the school, they should report in line with our standard reporting procedures though contact can be made using phone, video call or text message during the current emergency.

#### **Safeguarding Training and induction**

For the period COVID-19 measures are in place, a DSL (or deputy) who has been trained will continue to be classed as a trained DSL (or deputy) even if they miss their refresher training.

All existing school staff have had safeguarding training and have read at least part 1 of Keeping Children Safe in Education (2019). The Designated Safeguarding Lead should communicate with staff any new local arrangements, so they know what to do if they are worried about a child.

Where new staff are recruited, or new volunteers Hamilton Lodge, they will continue to be provided with a safeguarding induction. This may be delivered remotely.

### **Safer recruitment/volunteers and movement of staff**

For the duration of the current Public Health Care emergency we do not plan to recruit new staff or volunteers. If this changes we will update this addendum in line with changes.

Hamilton Lodge will continue to consider and make referrals to the Teaching Regulation Agency (TRA) as per paragraph 166 of KCSIE and the TRA's 'Teacher misconduct: advice for making a referral'.

During the COVID-19 period all referrals should be made by emailing [Misconduct.Teacher@education.gov.uk](mailto:Misconduct.Teacher@education.gov.uk).

Whilst acknowledging the challenge of the current environment, it is essential from a safeguarding perspective that any school or college is aware, on any given day, which staff/volunteers will be in the school or college and that appropriate checks have been carried out, especially for anyone engaging in regulated activity. As such, Hamilton Lodge will continue to keep the single central record (SCR) up to date as outlined in paragraphs 148 to 156 in KCSIE.

### **Online safety in schools and colleges**

Hamilton Lodge will continue to provide a safe environment, including online. This includes the use of an online monitoring and filtering system.

### **Children and online safety away from school and college**

It is important that all staff who interact with children, including via online lessons and interactions, continue to look out for signs a child may be at risk. This should be via Microsoft Teams. Any concerns should be dealt with as per the child protection policy and where appropriate referrals should still be made to children's social care and as required the police. Please refer to Working at Home Guidelines Issued 20.03.20

Online teaching should follow the same principles as set out in the school's or college's staff code of conduct.

Hamilton Lodge will ensure any use of online learning tools and systems is in line with privacy and data protection/GDPR requirements.

Below are some simple things to consider when delivering virtual lessons, especially where webcams are involved:

- Staff should be aware of on-line disinhibition effect. Children and staff may behave in a way on-line that they would not face to face. <http://truecenterpublishing.com/psyber/disinhibit.html> refer to Working from Home Guidelines
- Staff and children must wear suitable clothing, as should anyone else in the household.
- Any computers used should be in appropriate areas, for example, not in bedrooms; If this cannot be avoided, for example if placing a computer elsewhere would /could distress to a child. Staff should report to their managers that a child is videoing online from their bedroom and follow protocols in Working at Home Guidelines
- Language must be professional and appropriate, including any family members in the background.
- Staff must only use platforms agreed with senior leaders and the IT / network manager to communicate with pupils; this is Microsoft Teams.

### **Supporting children not in school**

Hamilton Lodge is committed to ensuring the safety and wellbeing of all its students.

The Designated Safeguarding Leads will liaise with children's allocated social worker or placing authority should any safeguarding concerns be raised by colleagues.

School staff will be available to children during term time Monday to Friday throughout the school day, between nine and four via Microsoft Teams.

Care Staff will be available to children during term time Monday to Friday between four and seven pm via email and Microsoft Teams.

Carestaff will email children's parents weekly and be available via email to respond to any queries from parents.

School nurse will be in phone and email contact with parents of children who have health needs.

Senior staff will monitor these interactions and maintain contact with vulnerable parents.

This plan must be reviewed regularly and where concerns arise, the Designated Safeguarding Leads will consider any referrals as appropriate, taking into account the local criteria for action.

In addition, the school will share safeguarding messages on its website and social media pages.

Hamilton Lodge recognises that school is a protective factor for children and young people, and the current circumstances have a significant potential to affect the mental health of pupils and their parents. Teachers and pastoral staff at Hamilton Lodge School and College will be aware of this in setting expectations of pupils' work where they are at home.

Hamilton Lodge will ensure that if we are unable to care for the child/ren of critical workers, residential pupils and vulnerable children on site, we will liaise with the placing local authority and the parent / carer to find a suitable alternative; e.g, at a 'hub' school or via a multi-disciplinary package of support. In that situation, the DSL will ensure that the DSL of the hub school / lead practitioner is made aware of any relevant safeguarding information relating to a child.

### **Supporting children in school**

Hamilton Lodge is committed to ensuring the safety and wellbeing of all its students.

When appropriate Hamilton Lodge will continue to be a safe space for all children to attend and flourish. The Principal will ensure that appropriate staff are on site and staff to pupil ratio numbers are appropriate, ensuring the safety of all.

Hamilton Lodge will refer to the Government guidance for education and childcare settings on how to implement social distancing and continue to follow the advice from Public Health England on handwashing and other measures to limit the risk of spread of coronavirus.

Hamilton Lodge will ensure that where we care for children of critical workers, residential pupils and vulnerable children on site, we ensure appropriate support is in place for them. This will be bespoke to each child and recorded on their pastoral or safeguarding record as appropriate.

### **Peer on Peer Abuse**

Hamilton Lodge recognises that during the closure a revised process may be required for managing any report of such abuse and supporting victims.

Where a school receives a report of peer on peer abuse, they will follow the principles as set out in part 5 of KCSIE and of those outlined within the school's safeguarding & child protection policy.

The school will listen carefully, and work with the young person, family and any multi-agency partner required to ensure the safety and security of that young person.

All concerns and actions taken must be recorded on CPOMS

**These appendices are based on the Department for Education's statutory guidance, Keeping Children Safe in Education.**

## Appendix 2: Types of abuse

Abuse, including neglect, and safeguarding issues are rarely standalone events that can be covered by one definition or label. In most cases, multiple issues will overlap.

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

**Emotional abuse** is the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

Emotional abuse may involve:

- Conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person
- Not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate
- Age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the child participating in normal social interaction
- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children

**Sexual abuse** involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening. The activities may involve:

- Physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- Non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet)

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

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

Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (including exclusion from home or abandonment)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (including the use of inadequate care-givers)
- Ensure access to appropriate medical care or treatment

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

Further information on Peer-on-Peer Abuse

It is important to remember that 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.

Consequently, there are different issues of gender that will need to be considered when responding to allegations made against pupils by others in the school, which are of a safeguarding nature. Safeguarding issues raised in this way may include physical abuse, emotional abuse, sexual abuse and sexual exploitation. It is likely that to be considered a safeguarding allegation against a pupil, some of the following features will be found.

The allegation:

- is made against an older pupil and refers to their behaviour towards a younger pupil or a more vulnerable pupil
- is of a serious nature, possibly including a criminal offence
- raises risk factors for other pupils in the school
- indicates that other pupils may have been affected by this pupil
- indicates that young people outside the school may be affected by this pupil

Examples of safeguarding issues against a pupil could include:

Physical Abuse

- violence, particularly pre-planned
- forcing others to use drugs or alcohol

Emotional Abuse

- blackmail or extortion
- threats and intimidation

Sexual Abuse

- indecent exposure, indecent touching or serious sexual assaults
- forcing others to watch pornography or take part in sexting

Sexual Exploitation

- encouraging other children/young people to attend inappropriate parties
- photographing or videoing other children/young people performing indecent acts

In areas where gangs are prevalent, older pupils may attempt to recruit younger pupils using any or all of the above methods. Young people suffering from sexual exploitation themselves may be forced to recruit other young people under threat of violence.

Minimising the risk of safeguarding concerns towards pupils from other pupils

We will provide a developmentally appropriate SPACE syllabus which develops pupils' understanding of acceptable behaviour and keeping themselves safe.

Have systems in place for any pupil to raise concerns with staff, knowing they will be listened to, believed and valued.

Deliver targeted work on assertiveness and keeping safe to those pupils identified as being at risk.

On occasion, some pupils will present a safeguarding risk to other pupils. The school should be informed that the young person raises safeguarding concerns, for example, they are coming back into school following a period in custody or they have experienced serious abuse themselves.

These pupils will need an individual risk assessment and risk reduction plan to ensure that other pupils are kept safe and they themselves are not laid open to malicious allegations. There is a need to balance the tension between privacy and safeguarding.

Brighton & Hove Safeguarding Children Partnership has additional information and guidance on some of these issues at: <https://www.bhscp.org.uk/>

## Appendix 3: Safer recruitment and DBS checks – policy and procedures

We will record all information on the checks carried out in the school's single central record (SCR). Copies of these checks, where appropriate, will be held in individuals' personnel files. We follow requirements and best practice in retaining copies of these checks, as set out below.

### Appointing new staff

When appointing new staff, we will:

- Verify their identity
- Verify work history and check that information is not contradictory or incomplete
- Obtain (via the applicant) an enhanced Disclosure and Barring Service (DBS) certificate, including barred list information for those who will be engaging in regulated activity (see definition below). We will not keep a copy of this for longer than 6 months
- Obtain a separate barred list check if they will start work in regulated activity before the DBS certificate is available
- Verify their mental and physical fitness to carry out their work responsibilities
- Verify their right to work in the UK. We will keep a copy of this verification for the duration of the member of staff's employment and for 2 years afterwards
- Verify their professional qualifications, as appropriate
- Ensure they are not subject to a prohibition order if they are employed to be a teacher
- Carry out further additional checks, as appropriate, on candidates who have lived or worked outside of the UK, including (where relevant) any teacher sanctions or restrictions imposed by a European Economic Area professional regulating authority, and criminal records checks or their equivalent
- Ask for written information about previous employment history. We will seek references on all short-listed candidates, including internal candidates, before interview. We will scrutinise these and resolve any concerns before confirming appointments.

We will ensure that appropriate checks are carried out to ensure that individuals are not disqualified under the Childcare Disqualification (Regulations) 2009 and Childcare Act 2006. Where we take a decision that an individual falls outside of the scope of these regulations and we do not carry out such checks, we will retain a record of our assessment on the individual's personnel file. This will include our evaluation of any risks and control measures put in place, and any advice sought.

**Regulated activity** means a person who will be:

- Responsible, on a regular basis in a school or college, for teaching, training, instructing, caring for or supervising children
- Carrying out paid, or unsupervised unpaid, work regularly in a school or college where that work provides an opportunity for contact with children
- Engaging in intimate or personal care or overnight activity, even if this happens only once and regardless of whether they are supervised or not

### Existing staff

If we have concerns about an existing member of staff's suitability to work with children, we will carry out all the relevant checks as if the individual was a new member of staff. We will also do this if an individual moves from a post that is not regulated activity to one that is.

We will refer to the DBS anyone who has harmed, or poses a risk of harm, to a child or vulnerable adult:

- Where the 'harm test' is satisfied in respect of the individual (i.e. that no action or inaction occurred but the present risk that it could was significant)
- Where the individual has received a caution or conviction for a relevant offence
- If there is reason to believe that the individual has committed a listed relevant offence, under the [Safeguarding Vulnerable Groups Act 2006 \(Prescribed Criteria and Miscellaneous Provisions\) Regulations 2009](#)
- If the individual has been removed from working in regulated activity (paid or unpaid) or would have been removed if they had not left

### **Agency and third-party staff**

We will obtain written notification from any agency or third-party organisation that it has carried out the necessary safer recruitment checks that we would otherwise perform. We will also check that the person presenting themselves for work is the same person on whom the checks have been made.

### **Contractors**

We will ensure that any contractor, or any employee of the contractor, who is to work at the school has had the appropriate level of DBS check. This will be:

- An enhanced DBS check with barred list information for contractors engaging in regulated activity
- An enhanced DBS check, not including barred list information, for all other contractors who are not in regulated activity but whose work provides them with an opportunity for regular contact with children

We will obtain the DBS check for self-employed contractors.

We will not keep copies of such checks for longer than 6 months.

Contractors who have not had any checks will not be allowed to work unsupervised or engage in regulated activity under any circumstances.

We will check the identity of all contractors and their staff on arrival at the school.

### **Trainee/student teachers**

Where applicants for initial teacher training are salaried by us, we will ensure that all necessary checks are carried out.

Where trainee teachers are fee-funded, we will obtain written confirmation from the training provider that necessary checks have been carried out and that the trainee has been judged by the provider to be suitable to work with children.

### **Volunteers**

We will:

- Never leave an unchecked volunteer unsupervised or allow them to work in regulated activity
- Obtain an enhanced DBS check with barred list information for all volunteers who are new to working in regulated activity
- Obtain an enhanced DBS check without barred list information for all volunteers who are not in regulated activity, but who have an opportunity to come into contact with children on a regular basis, for example, supervised volunteers
- Carry out a risk assessment when deciding whether to seek an enhanced DBS check for any volunteers not engaging in regulated activity

### **Governors**

- All governors and trustees will have an enhanced DBS check without barred list information and section 128 check
- They will have an enhanced DBS check with barred list information if working in regulated activity.
- All trustees, proprietors and local governors will also have the following checks:
- Right to work in the UK
- Other checks deemed necessary if they have lived or worked outside the UK

### **Adults who supervise pupils on work experience**

When organising work experience, we will ensure that policies and procedures are in place to protect children from harm.

We will also consider whether it is necessary for barred list checks to be carried out on the individuals who supervise a pupil under 16 on work experience. This will depend on the specific circumstances of the work experience, including the nature of the supervision, the frequency of the activity being supervised, and whether the work is regulated activity.

### **Pupils staying with host families**

Where the school makes arrangements for pupils to be provided with care and accommodation by a host family to which they are not related (for example, during a foreign exchange visit), we will request enhanced DBS checks with barred list information on those people.

Where the school is organising such hosting arrangements overseas and host families cannot be checked in the same way, we will work with our partner schools abroad to ensure that similar assurances are undertaken prior to the visit.

## Appendix 4: Allegations of abuse made against staff

This section of this policy applies to all cases in which it is alleged that a current member of staff or volunteer has:

- Behaved in a way that has harmed a child, or may have harmed a child, or
- Possibly committed a criminal offence against or related to a child, or
- Behaved towards a child or children in a way that indicates he or she would pose a risk of harm to children

It applies regardless of whether the alleged abuse took place in the school. Allegations against a teacher who is no longer teaching and historical allegations of abuse will be referred to the police.

We will deal with any allegation of abuse against a member of staff or volunteer very quickly, in a fair and consistent way that provides effective child protection while also supporting the individual who is the subject of the allegation.

Our procedures for dealing with allegations will be applied with common sense and judgement.

### Suspension

Suspension will not be the default position, and will only be considered in cases where there is reason to suspect that a child or other children is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. In such cases, we will only suspend an individual if we have considered all other options available and there is no reasonable alternative.

Based on an assessment of risk, we will consider alternatives such as:

- Redeployment within the school so that the individual does not have direct contact with the child or children concerned
- Providing an assistant to be present when the individual has contact with children
- Redeploying the individual to alternative work in the school so that they do not have unsupervised access to children
- Moving the child or children to classes where they will not come into contact with the individual, making it clear that this is not a punishment and parents have been consulted

### Definitions for outcomes of allegation investigations

- **Substantiated:** there is sufficient evidence to prove the allegation
- **Malicious:** there is sufficient evidence to disprove the allegation and there has been a deliberate act to deceive
- **False:** there is sufficient evidence to disprove the allegation
- **Unsubstantiated:** there is insufficient evidence to either prove or disprove the allegation (this does not imply guilt or innocence)

### Procedure for dealing with allegations

In the event of an allegation that meets the criteria above, the Principal (or chair of governors where the Principal is the subject of the allegation) – the ‘case manager’ – will take the following steps:

- Immediately discuss the allegation with the designated officer at the local authority. This is to consider the nature, content and context of the allegation and agree a course of action, including whether further enquiries are necessary to enable a decision on how to proceed, and whether it is necessary to involve the police and/or children’s social care services. (The case manager may, on occasion, consider it necessary to involve the police *before* consulting the designated officer – for example, if the accused individual is deemed to be an immediate risk to children or there is evidence of a possible criminal offence. In such cases, the case manager will notify the designated officer as soon as practicably possible after contacting the police)
- Inform the accused individual of the concerns or allegations and likely course of action as soon as possible after speaking to the designated officer (and the police or children’s social care services, where necessary). Where the police and/or children’s social care services are involved, the case manager will only share such information with the individual as has been agreed with those agencies
- Where appropriate (in the circumstances described above), carefully consider whether suspension of the individual from contact with children at the school is justified or whether alternative arrangements such as those outlined above can be put in place. Advice will be sought from the designated officer, police and/or children’s social care services, as appropriate

- **If immediate suspension is considered necessary**, agree and record the rationale for this with the designated officer. The record will include information about the alternatives to suspension that have been considered, and why they were rejected. Written confirmation of the suspension will be provided to the individual facing the allegation or concern within 1 working day, and the individual will be given a named contact at the school and their contact details
- **If it is decided that no further action is to be taken** in regard to the subject of the allegation or concern, record this decision and the justification for it and agree with the designated officer what information should be put in writing to the individual and by whom, as well as what action should follow both in respect of the individual and those who made the initial allegation
- **If it is decided that further action is needed**, take steps as agreed with the designated officer to initiate the appropriate action in school and/or liaise with the police and/or children's social care services as appropriate
- Provide effective support for the individual facing the allegation or concern, including appointing a named representative to keep them informed of the progress of the case and consider what other support is appropriate.
- Inform the parents or carers of the child/children involved about the allegation as soon as possible if they do not already know (following agreement with children's social care services and/or the police, if applicable). The case manager will also inform the parents or carers of the requirement to maintain confidentiality about any allegations made against teachers (where this applies) while investigations are ongoing. Any parent or carer who wishes to have the confidentiality restrictions removed in respect of a teacher will be advised to seek legal advice
- Keep the parents or carers of the child/children involved informed of the progress of the case and the outcome, where there is not a criminal prosecution, including the outcome of any disciplinary process (in confidence)
- Make a referral to the DBS where it is thought that the individual facing the allegation or concern has engaged in conduct that harmed or is likely to harm a child, or if the individual otherwise poses a risk of harm to a child.

If the school is made aware that the secretary of state has made an interim prohibition order in respect of an individual, we will immediately suspend that individual from teaching, pending the findings of the investigation by the National College for Teaching and Leadership.

Where the police are involved, wherever possible the Chair of Trustees will ask the police at the start of the investigation to obtain consent from the individuals involved to share their statements and evidence for use in the school's disciplinary process, should this be required at a later point.

#### **Timescales**

- Any cases where it is clear immediately that the allegation is unsubstantiated or malicious will be resolved within 1 week
- If the nature of an allegation does not require formal disciplinary action, we will institute appropriate action within 3 working days
- If a disciplinary hearing is required and can be held without further investigation, we will hold this within 15 working days

#### **Specific actions**

##### **Action following a criminal investigation or prosecution**

The case manager will discuss with the local authority's designated officer whether any further action, including disciplinary action, is appropriate and, if so, how to proceed, taking into account information provided by the police and/or children's social care services.

##### **Conclusion of a case where the allegation is substantiated**

If the allegation is substantiated and the individual is dismissed or the school ceases to use their services, or the individual resigns or otherwise ceases to provide their services, the case manager and the school's personnel adviser will discuss with the designated officer whether to make a referral to the DBS for consideration of whether inclusion on the barred lists is required.

If the individual concerned is a member of teaching staff, the case manager and personnel adviser will discuss with the designated officer whether to refer the matter to the NCTL to consider prohibiting the individual from teaching.

##### **Individuals returning to work after suspension**

If it is decided on the conclusion of a case that an individual who has been suspended can return to work, the case manager will consider how best to facilitate this.

The case manager will also consider how best to manage the individual's contact with the child or children who made the allegation, if they are still attending the school.

### **Unsubstantiated or malicious allegations**

If an allegation is shown to be deliberately invented, or malicious, the Principal, or other appropriate person in the case of an allegation against the Principal, will consider whether any disciplinary action is appropriate against the pupil(s) who made it, or whether the police should be asked to consider whether action against those who made the allegation might be appropriate, even if they are not a pupil.

### **Confidentiality**

The school will make every effort to maintain confidentiality and guard against unwanted publicity while an allegation is being investigated or considered.

The case manager will take advice from the local authority's designated officer, police and children's social care services, as appropriate, to agree:

- Who needs to know about the allegation and what information can be shared
- How to manage speculation, leaks and gossip, including how to make parents or carers of a child/children involved aware of their obligations with respect to confidentiality
- What, if any, information can be reasonably given to the wider community to reduce speculation
- How to manage press interest if, and when, it arises

### **Record-keeping**

The case manager will maintain clear records about any case where the allegation or concern meets the criteria above and store them on the individual's confidential personnel file for the duration of the case. Such records will include:

- A clear and comprehensive summary of the allegation
- Details of how the allegation was followed up and resolved
- Notes of any action taken and decisions reached (and justification for these, as stated above)

If an allegation or concern is not found to have been malicious, the school will retain the records of the case on the individual's confidential personnel file, and provide a copy to the individual. We will retain these records at least until the individual has reached normal pension age, or for 10 years from the date of the allegation if that is longer.

The records of any allegation that is found to be malicious will be deleted from the individual's personnel file.

### **References**

When providing employer references, we will not refer to any allegation that has been proven to be false, unsubstantiated or malicious, or any history of allegations where all such allegations have been proven to be false, unsubstantiated or malicious.

### **Learning lessons**

After any cases where the allegations are *substantiated*, we will review the circumstances of the case with the local authority's designated officer to determine whether there are any improvements that we can make to the school's procedures or practice to help prevent similar events in the future.

This will include consideration of (as applicable):

- Issues arising from the decision to suspend the member of staff
- The duration of the suspension
- Whether or not the suspension was justified
- The use of suspension when the individual is subsequently reinstated. We will consider how future investigations of a similar nature could be carried out without suspending the individual

## Appendix 5: Specific safeguarding issues

### Children missing from education

A child going missing from education is a potential indicator of abuse or neglect, and such children are at risk of being victims of harm, exploitation or radicalisation.

There are many circumstances where a child may become missing from education, but some children are particularly at risk. These include children who:

- Are at risk of harm or neglect
- Come from Gypsy, Roma, or Traveller families
- Come from the families of service personnel
- Go missing or run away from home or care
- Are supervised by the youth justice system
- Cease to attend a school
- Come from new migrant families

We will follow our procedures for unauthorised absence and for dealing with children who go missing from education, particularly on repeat occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of going missing in future. This includes informing the local authority if a child leaves the school without a new school being named, and adhering to requirements with respect to sharing information with the local authority, when applicable, when removing a child's name from the admission register at non-standard transition points.

Staff will be trained in signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns which may be related to being missing, such as travelling to conflict zones, FGM and forced marriage.

If a staff member suspects that a child is suffering from harm or neglect, we will follow local child protection procedures, including with respect to making reasonable enquiries. We will make an immediate referral to the local authority children's social care team, and the police, if the child is in immediate danger or at risk of harm.

### Child sexual exploitation

Child sexual exploitation (CSE) is a form of sexual abuse where children are sexually exploited for money, power or status.

This can involve violent, humiliating and degrading sexual assaults, but does not always involve physical contact and can happen online. For example, young people may be persuaded or forced to share sexually explicit images of themselves, have sexual conversations by text, or take part in sexual activities using a webcam.

Children or young people who are being sexually exploited may not understand that they are being abused. They often trust their abuser and may be tricked into believing they are in a loving, consensual relationship.

If a member of staff suspects CSE, they will discuss this with the DSL. The DSL will trigger the local safeguarding procedures, including a referral to the local authority's children's social care team and the police, if appropriate.

Indicators of sexual exploitation can include a child:

- Appearing with unexplained gifts or new possessions
- Associating with other young people involved in exploitation
- Having older boyfriends or girlfriends
- Suffering from sexually transmitted infections or becoming pregnant
- Displaying inappropriate sexualised behaviour
- Suffering from changes in emotional wellbeing
- Misusing drugs and/or alcohol
- Going missing for periods of time, or regularly coming home late
- Regularly missing school or education, or not taking part in education

### FGM

The DSL will make sure that staff have access to appropriate training to equip them to be alert to children affected by FGM or at risk of FGM.

Section 7.3 of this policy sets out the procedures to be followed if a staff member discovers that an act of FGM appears to have been carried out or suspects that a pupil is at risk of FGM.

Indicators that FGM has already occurred include:

- A pupil confiding in a professional that FGM has taken place
- A mother/family member disclosing that FGM has been carried out
- A family/pupil already being known to social services in relation to other safeguarding issues

A girl:

- Having difficulty walking, sitting or standing, or looking uncomfortable
- Finding it hard to sit still for long periods of time (where this was not a problem previously)
- Spending longer than normal in the bathroom or toilet due to difficulties urinating
- Having frequent urinary, menstrual or stomach problems
- Avoiding physical exercise or missing PE
- Being repeatedly absent from school, or absent for a prolonged period
- Demonstrating increased emotional and psychological needs – for example, withdrawal or depression, or significant change in behaviour
- Being reluctant to undergo any medical examinations
- Asking for help, but not being explicit about the problem
- Talking about pain or discomfort between her legs

Potential signs that a pupil may be at risk of FGM include:

- The girl's family having a history of practising FGM (this is the biggest risk factor to consider)
- FGM being known to be practised in the girl's community or country of origin
- A parent or family member expressing concern that FGM may be carried out
- A family not engaging with professionals (health, education or other) or already being known to social care in relation to other safeguarding issues

A girl:

- Having a mother, older sibling or cousin who has undergone FGM
- Having limited level of integration within UK society
- Confiding to a professional that she is to have a "special procedure" or to attend a special occasion to "become a woman"
- Talking about a long holiday to her country of origin or another country where the practice is prevalent, or parents stating that they or a relative will take the girl out of the country for a prolonged period
- Requesting help from a teacher or another adult because she is aware or suspects that she is at immediate risk of FGM
- Talking about FGM in conversation – for example, a girl may tell other children about it (although it is important to take into account the context of the discussion)
- Being unexpectedly absent from school
- Having sections missing from her 'red book' (child health record) and/or attending a travel clinic or equivalent for vaccinations/anti-malarial medication

The above indicators and risk factors are not intended to be exhaustive.

### **Forced marriage**

Forcing a person into marriage is a crime. 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.

Staff will receive training around forced marriage and the presenting symptoms. We are aware of the 'one chance' rule, i.e. we may only have one chance to speak to the potential victim and only one chance to save them.

If a member of staff suspects that a pupil is being forced into marriage, they will speak to the pupil about their concerns in a secure and private place. They will then report this to the DSL.

The DSL will:

- Speak to the pupil about the concerns in a secure and private place
- Activate the local safeguarding procedures and refer the case to the local authority's designated officer
- Seek advice from the Forced Marriage Unit on 020 7008 0151 or [fm@fco.gov.uk](mailto:fm@fco.gov.uk)
- Refer the pupil to an education welfare officer, pastoral tutor, learning mentor, or school counsellor, as appropriate

### Preventing radicalisation

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, such as democracy, the rule of law, individual liberty, and mutual respect and tolerance of different faiths and beliefs.

Schools have a duty to prevent children from being drawn into terrorism. The DSL will undertake Prevent awareness training and make sure that staff have access to appropriate training to equip them to identify children at risk.

We will assess the risk of children in our school being drawn into terrorism. This assessment will be based on an understanding of the potential risk in our local area, in collaboration with our local safeguarding children board and local police force.

We will ensure that suitable internet filtering is in place, and equip our pupils to stay safe online at school and at home.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. Radicalisation can occur quickly or over a long period.

Staff will be alert to changes in pupils' behaviour.

The government website [Educate Against Hate](#) and charity [NSPCC](#) say that signs that a pupil is being radicalised can include:

- Refusal to engage with, or becoming abusive to, peers who are different from themselves
- Becoming susceptible to conspiracy theories and feelings of persecution
- Changes in friendship groups and appearance
- Rejecting activities they used to enjoy
- Converting to a new religion
- Isolating themselves from family and friends
- Talking as if from a scripted speech
- An unwillingness or inability to discuss their views
- A sudden disrespectful attitude towards others
- Increased levels of anger
- Increased secretiveness, especially around internet use
- Expressions of sympathy for extremist ideologies and groups, or justification of their actions
- Accessing extremist material online, including on Facebook or Twitter
- Possessing extremist literature
- Being in contact with extremist recruiters and joining, or seeking to join, extremist organisations

Children who are at risk of radicalisation may have low self-esteem, or be victims of bullying or discrimination. It is important to note that these signs can also be part of normal teenage behaviour – staff should have confidence in their instincts and seek advice if something feels wrong.

If staff are concerned about a pupil, they will follow our procedures set out in section 7.5 of this policy, including discussing their concerns with the DSL.

Staff should **always** take action if they are worried.

Further information on the school's measures to prevent radicalisation are set out in other school policies and procedures.

### Checking the identity and suitability of visitors

Visitors must sign the visitors' book and wear a visitor's badge.

All visitors to our setting, including visiting speakers, will be accompanied by a member of staff at all times. We will not invite into the school any speaker who is known to disseminate extremist views, and will carry out appropriate checks to ensure that any individual or organisation using school facilities is not seeking to disseminate extremist views or radicalise pupils or staff.

### Non-collection of children

If a child is not collected at the end of the session/day, we will contact parents and transport as required.

### Missing pupils

Our procedures are designed to ensure that a missing child is found and returned to effective supervision as soon as possible. If a child goes missing, we will:

- Let the school know the child is missing.
- Search the area local to where the child has gone missing for 30 mins.
- If after 30 mins we have not located the child we will call the police and parents.
- There will be a folder and reception with a recent photo of every child at the school, this will be shared with police

## Appendix 6: Brighton & Hove Safeguarding.

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Service description	All families need help from time to time. Front Door for Families provides information, advice and support for families, young people and professionals in Brighton & Hove.  Front Door for Families offers information and support on issues such as: <ul style="list-style-type: none"><li>• Parenting guidance and information</li><li>• How to support your child's development so that are healthy and active</li><li>• Getting your child ready for school</li><li>• Best ways to support children and young people with mental health or wellbeing issues</li><li>• Keeping your child safe from harm and abuse</li></ul> If you think a child or young person is in immediate danger please call 999.
Contact	Phone: 01273 290400
Opening times	9am to 5pm Monday to Thursday, 9am to 4.30pm on Fridays
Out-of-hours:	01273 335905 (Emergency Duty Service)

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### [Front Door Services.](#)

<https://www.brighton-hove.gov.uk/content/children-and-education/front-door-families>

### [Front door Professional Referrals.](#)

[https://selfservice.brighton-hove.gov.uk/en/AchieveForms/?form\\_uri=sandbox-publish://AF-Process-68044e9a-41e1-43ab-a0b4-30360fd51a1c/AF-Stage7b29ef8c-29fc-4916-a2c8-1550278c3b64/definition.json&redirectlink=%2F&cancelRedirectLink=%2F&category=AF-Category-34ae0761-fc35-4751-b4b5-2f73047d94eb](https://selfservice.brighton-hove.gov.uk/en/AchieveForms/?form_uri=sandbox-publish://AF-Process-68044e9a-41e1-43ab-a0b4-30360fd51a1c/AF-Stage7b29ef8c-29fc-4916-a2c8-1550278c3b64/definition.json&redirectlink=%2F&cancelRedirectLink=%2F&category=AF-Category-34ae0761-fc35-4751-b4b5-2f73047d94eb)

### [Childrens Services Threshold Document.](#)

<https://www.brighton-hove.gov.uk/sites/brighton-hove.gov.uk/files/BHCC%20Children%27s%20Services%20Threshold%20Document%202014%20rev%2022%20Oct.pdf>

### [Brighton Local Safeguarding Children Board.](#)

<https://www.brightonandhovelscb.org.uk>

Appendix 7: Our Designated Safeguarding Team:

[Link to current Insert.](#)

Appendix 8: DSL Poster.

[Link to Current DSL Poster.](#)

Appendix 9. Safeguarding Student Friendly Poster.

[Link to current Poster.](#)

Appendix 10. COVID response.

[Covid SharePoint.](#)