



Kennedy Independent School Trust Limited

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Registered Address: Shoreham College, St. Julian's Lane, Shoreham-by-Sea, West Sussex, BN43 6YW

Safeguarding/Child Protection Policy

Policy Document PD2 01

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KEY EXTERNAL CONTACT DETAILS

<p>Local Authority Designated Officer (“LADO”)</p> <p>Referral point if you have concerns regarding a member of staff.</p>	<p>The LADOs are Donna Tomlinson and Miriam Williams Tel: 0330 222 6450 Email: lado@westsussex.gov.uk</p> <p>The assistant LADO is Sally Arbuckle Tel: 0330 222 6450 Email: lado@westsussex.gov.uk</p>
<p>West Sussex Safeguarding Children Partnership</p>	<p>Tel: 0330 222 7799 Email: wsscp@westsussex.gov.uk Website: https://www.westsussexscp.org.uk/</p>
<p>Multi–Agency Safeguarding Hub (“MASH”)</p> <p>Referral point if you have concerns regarding a child.</p>	<p>Office hours (Monday to Friday 9am to 5pm): Tel: 01403 229900 Email: MASH@westsussex.gov.uk Or referral form: https://www.westsussexscp.org.uk/professionals/working-together/making-a-referral</p> <p>Out of office hours (weekdays, 5pm to 9am and weekends/bank holidays) Tel: 0330 222 6664 (or 07711769657 if unavailable) Email: MASH@westsussex.gov.uk If sending an email put in the subject box: ALERT FOR EDT.</p>
<p>Front Door for Families</p> <p>Referral point if you have concerns regarding a child (if directed by West Sussex).</p>	<p>Tel: 01273 290400 (Monday to Friday 9am to 5pm) Email: FrontDoorForFamilies@brighton-hove.gov.uk</p> <p>Out of hours: Tel: 01273 335905 or 01273 335906</p>
<p>Support and advice about extremism</p>	<p>Sussex Police:</p> <p>Tel: Police emergency – 999 Tel: Police non-emergency – 101 Email: 101@sussex.pnn.police.uk</p> <p>Sussex Police PREVENT:</p> <p>Tel: 101 Email: prevent@sussex.pnn.police.uk</p> <p>Prevent lead: Beverly Knight Tel: 0330 222 4223 Mobile 0789 458 9071 Email: beverly.knight@westsussex.gov.uk</p>

	<p>Department for Education:</p> <p>Non-emergency number: 020 7340 7264 Email: counter.extremism@education.gsi.gov.uk</p>
NSPCC Whistleblowing Advice Line	<p>Tel: 0800 028 0285 Email: help@nspcc.org.uk Address: Weston House, 42 Curtain Road, London, EC2A 3NH</p>
NSPCC Report Abuse in Education Advice Line	<p>Tel: 0800 136 663 Email: help@nspcc.org.uk</p>
Disclosure and Barring Service	<p>Tel: 03000 200 190 Email: customerservices@dbs.gov.uk Address: DBS customer services, PO Box 3961, Royal Wootton Bassett, SN4 4HF</p>
Teaching Regulation Agency (TRA)	<p>Tel: 0207 593 5393 Email: misconduct.teacher@education.gov.uk Address: Teacher Misconduct, Ground Floor South, Cheylesmore House, 5 Quinton Road, Coventry, CV1 2WT</p>
OFSTED Safeguarding Children	<p>Tel: 0300 123 4666 (Monday to Friday from 8am to 5pm) Email: CIE@ofstead.gov.uk</p>
Independent Schools Inspectorate	<p>Tel: 0207 6000100 Email: concerns@isi.net</p>
Operation Encompass Teachers' National Helpline	<p>Tel: 0204 513 9990 (Monday to Friday 8am to 1pm)</p>

KEY COLLEGE CONTACT DETAILS

Governors	<p>Chair of Governors: Mr Simon Barnett</p> <p>Nominated Safeguarding Governor: Mr Peter Booth</p> <p>Email: leadgovernor@shorehamcollege.co.uk</p>
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<p>Designated Safeguarding Lead (DSL) (including for EYFS)</p> <p>Deputy Designated Safeguarding Lead (Deputy DSL)</p>	<p>Mrs Kathryn Stokes (Assistant Head Key Stage 1 and 2)</p> <p>Tel: 01273 592681 (internal extension 250) Email: safeguarding@shorehamcollege.co.uk</p> <p>Mrs Sam Jangles (Assistant Head Key Stage 3)</p> <p>Tel: 01273 592681 (internal extension 268) Email: safeguarding@shorehamcollege.co.uk</p>
<p>Designated teacher for looked after children</p>	<p>Mrs Kathryn Stokes (Assistant Head Key Stage 1 and 2)</p> <p>Mrs Sam Jangles (Assistant Head Key Stage 3)</p> <p>Tel: 01273 592681 Email: safeguarding@shorehamcollege.co.uk</p>
<p>Principal</p>	<p>Mrs Sarah Bakhtiari</p> <p>Tel: 01273 592681 (internal extension 204) Email: principal@shorehamcollege.co.uk</p>
<p>General Manager</p>	<p>Mr Ashley Warner</p> <p>Tel: 01273 592681 (internal extension 203) Email: ashleywarner@shorehamcollege.co.uk</p>

INTRODUCTION

This policy applies to Shoreham College which, unless otherwise stated, includes the Early Years Foundation Stage (EYFS) and out-of-school care. This policy (and the effectiveness of its procedures and implementation) is reviewed and updated annually (as a minimum). This policy is available on the Shoreham College website and a hard copy is also available on request.

This policy has regard to the following guidance and advice:

- *Keeping Children Safe in Education (September 2021) (“KCSIE”)*
- *Disqualification under the Childcare Act 2006 (September 2018)*
- *What to do if you’re worried a child is being abused: advice for practitioners (March 2015)*
- *Sexual Violence and Sexual Harassment Between Children in Schools and Colleges advice (September 2021) (“SVSH”)*
- *Working together to safeguard children (2018) (“WT”)*
- *Information sharing: advice for practitioners providing safeguarding services (July 2018)*
- *Revised Prevent Duty guidance for England and Wales (April 2021)*
- *The Prevent Duty: Departmental advice for schools and childcare providers (June 2015)*
- *The use of social media for online radicalisation (July 2015)*
- *Relationships Education, Relationships, and Sex Education (RSE) and Health Education (July 2020)*
- *The DDCMS/UKIS guidance Sharing nudes and semi-nudes: advice for education settings working with children and young people (December 2020)*
- *The Charity Commission guidance Safeguarding and protecting people for charities and trustees (October 2019)*

This policy also takes into account the practice and procedures of West Sussex Local Authority as part of the inter-agency safeguarding procedures set up by the West Sussex Safeguarding Children Partnership (WSSCP).

STATEMENT OF INTENT

We have a duty to consider at all times the best interests of the pupils and take action to enable all pupils to achieve the best outcomes. We adopt a ‘whole school’ approach to safeguarding, ensuring safeguarding and child protection are at the forefront and underpin all relevant aspects of process

and policy development. Our aim is to know everyone as an individual and to provide a secure and caring environment, so that every pupil can learn in safety.

Safeguarding and promoting the welfare of children is everyone's responsibility. Everyone who comes into contact with the pupils at the College, together with their families and carers, have a role to play in the safeguarding of children. Parents are encouraged to raise any concerns directly with the College, if necessary using this safeguarding policy for concerns about the safety and/or welfare of the pupils. Parents may contact the ISI (contact details can be found on Page 6) directly if they wish.

Safeguarding and promoting the welfare of children is defined for the purpose of this policy as:

'protecting children from maltreatment; preventing impairment of children's mental and physical health or 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'.

TYPES OF ABUSE

Abuse is a form of maltreatment of a child. Somebody may abuse or neglect a child by inflicting harm or by failing to act to prevent harm. Children may be abused in a family or in an institutional or community setting by those known to them or, more rarely, by others (e.g. via the internet). Abuse can take place wholly online, or technology may be used to facilitate offline abuse. They may be abused by an adult or adults or by another child or children.

Abuse can be:

- **Physical** - a form of abuse which may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating or otherwise causing physical harm to a child (including through corporal punishment). Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.
- **Emotional** - the persistent emotional maltreatment of a child such as to cause severe and adverse effects on the child's emotional development. It may involve conveying to a child that they are worthless or unloved, inadequate, or valued only insofar as they meet the needs of another person. It may include not giving the child opportunities to express their views, deliberately silencing them or 'making fun' of what they say or how they communicate. It may feature age or developmentally inappropriate expectations being imposed on children. These may include interactions that are beyond a child's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the child participating

in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing children frequently to feel frightened or in danger, or the exploitation or corruption of children. Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.

- **Sexual** - involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving violence, whether or not the child is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving children in looking at, or in the production of, sexual images, watching sexual activities, encouraging children to behave in sexually inappropriate ways, or grooming a child in preparation for abuse (including via the internet). Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children. Sexual abuse also includes sexual violence and sexual harassment which can occur between two children of any sex (also known as peer on peer abuse). They can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children. Sexual violence are sexual offences under the Sexual Offences Act 2003, such as rape, sexual assault and assault by penetration. Schools should be aware that sexual assault covers a very wide range of behaviour so a single act of kissing someone without consent or touching someone's bottom/breasts/genitalia without consent, can still constitute sexual assault. Sexual harassment is 'unwanted conduct of a sexual nature' that can occur online and offline and both inside and outside of school. 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. 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 harassment can also include sexual 'jokes' or taunting; physical behaviour, such as deliberately brushing against someone, interfering with someone's clothes or upskirting, and sharing of unwanted explicit content (for example displaying pictures, photos or drawings of a sexual nature). Online sexual harassment might include consensual or non-consensual sharing of sexual images and videos (often referred to as the sharing of nudes/semi-nudes), or sexting, inappropriate sexual comments on social media, exploitation, coercion and threats. Online sexual harassment may be standalone, or part of a wider pattern of sexual harassment and/or sexual violence. Further information can be found in the [SVSH advice](#).

- **Neglect** - the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to: provide adequate food, clothing and shelter (including exclusion from home or abandonment); protect a child from physical and emotional harm or danger; ensure adequate supervision (including the use of inadequate care-givers); ensure access to appropriate medical care or treatment. It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

All staff should be aware that abuse, neglect and other 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. Staff should always be vigilant and always raise any concerns with the DSL (or Deputy DSL).

The 'What to do if you're worried a child is being abused' advice provides more information on understanding and identifying abuse and neglect.

The NSPCC website also provides helpful information on types of abuse and what to look out for.

Please also refer to Appendix 1 for further guidance.

SPECIFIC SAFEGUARDING ISSUES

Behaviours linked to drug taking, alcohol abuse, truanting and sexting put children in danger. Safeguarding issues can also manifest themselves via peer on peer abuse, such as abuse with intimate partner relationships, bullying (including cyberbullying, prejudice-based and discriminatory bullying), gender-based violence/sexual assaults, sexting and upskirting. Safeguarding issues can also be linked to, for example, children missing education; child sexual exploitation; domestic violence; fabricated or induced illness; faith abuse (including ostracism of families); female genital mutilation; forced marriage; gangs and youth violence; gender-based violence/violence against women and girls; hate; mental health; preventing radicalisation; relationship abuse; sexting; consensual and non-consensual sharing of nudes and semi-nudes; and trafficking.

Staff are referred to Appendix 2 for further guidance on these specific safeguarding issues and to pages 123 to 142 of KCSIE, which provides useful links on these topics.

CONTEXTUAL SAFEGUARDING

Safeguarding incidents and/or behaviours can be associated with factors outside of school and can occur between children outside of school. All staff, but especially the DSL and Deputy DSL, should consider the context within which such incidents and/or behaviours occur. The College will, as part of the wider assessment of pupils, consider whether environmental factors are present in a child's life that are a threat to their safety and/or welfare. The College will share as much information with Children's Social Care as possible as part of the referral process, to enable consideration of all the available evidence and the full context of any abuse.

EARLY HELP

Early help means providing support as soon as a problem emerges at any point in a child's life, from the foundation years through to the teenage years. Guidance on how to identify a pupil who requires early help can be found in the 'Working together to safeguard children' document:

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 or has certain health conditions and has specific additional needs;
- has special educational needs (whether or not they have a statutory education, health and care plan);
- has a mental health need;
- 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 or county lines;
- is frequently missing/goes missing from care or from home;
- is misusing drugs or alcohol themselves;
- is at risk of modern slavery, trafficking or sexual or criminal 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;
- has a family member in prison, or is affected by parental offending;
- is experiencing, or is at risk of experiencing family ostracism;
- is at risk of 'honour' based abuse such as Female Genital Mutilation or Forced Marriage;
- is a privately fostered child;

- is persistently absent from education, including persistent absences for part of the school day.

The College has arrangements in place for listening to pupils in order to identify when a child may need early help. Details of these arrangements are found on pages 31 to 32 of this policy under *'Teaching children how to be safe'*.

In the first instance, staff who consider that a pupil may benefit from early help should discuss this with the DSL/Deputy DSL by recording the matter on the Engage Portal. The DSL and/or the Deputy DSL, using their professional judgment, will consider and decide the appropriate action to take in accordance with the West Sussex Safeguarding Children Partnership Continuum of Need/Threshold Guidance.

The DSL will support staff in liaising with external agencies and professionals in an inter-agency assessment, as appropriate. If early help is appropriate, the matter will be kept under review and consideration given to a referral to Children's Social Care if the pupil's situation does not appear to be improving.

All concerns, discussions, referrals, decisions and reasons for the decisions must be recorded on the Engage Portal. Any hand-written notes must be uploaded onto the Engage Portal as soon as possible. Please note original hand-written statements or body maps must be kept by the DSL.

PROCEDURES FOR DEALING WITH CONCERNS ABOUT A CHILD

If any member of staff (including governors, agency staff, volunteers and contractors) suspects or hears any allegation or complaint of abuse, exploitation, or neglect from a child or any third party, they must act immediately and follow the relevant procedure below. Staff should not assume that somebody else will take action and share information that might be critical in keeping children safe.

The guidance, Information Sharing: Advice for Practitioners Providing Safeguarding Services to Children, Young People, Parents and Carers supports staff who have to make decisions about sharing information. Fears regarding sharing information under the Data Protection Act 2018 and the UK GDPR should not be allowed to stand in the way of the need to safeguard and promote the welfare and protect the safety of children, and neither the DPA 2018 or the UK GDPR prevent the sharing of information for the purposes of keeping children safe. If in doubt about what information can and should be shared, staff should speak to the Designated Safeguarding Lead ("DSL").

All staff should:

- **Listen** carefully;
- **Avoid asking leading questions.** A member of staff should limit questioning to the minimum necessary for clarification;
- **Reassure the individual** that the allegation/complaint will be taken seriously and that they will be supported and kept safe;
- **Ensure that the individual is not made to feel ashamed** for making the report or given the impression that they are creating a problem by making the report;
- **Not provide any guarantees of confidentiality** (as this may ultimately not be in the best interests of the child); rather the individual should be told that the information needs to be passed to the appropriate person(s) who will ensure that the correct action is taken.

When recording what a child has said, staff should use the child's own words and not their own, where possible. Where allegations relate to harmful sexual behaviours, if possible the disclosure should be managed with two members of staff present (preferably one of them being the DSL or their Deputy).

Any concerns about a child (as opposed to a child being in immediate danger), should be reported to the DSL/Deputy DSL by recording the matter on the Engage Portal. All hand-written notes must also be uploaded onto the Engage Portal as soon as possible. The DSL and/or the Deputy DSL will then agree a course of action.

Staff are permitted to make a direct referral to West Sussex Children's Social Care. The contact details are listed on page 6 under Multi-Agency Safeguarding Hub ("MASH"). Staff are however encouraged to speak with the DSL first and must, if they have made a direct referral, inform the DSL as soon as possible. As set out above, staff should not assume that somebody else will take action and share information that might be critical in keeping children safe; they should maintain an attitude of 'it could happen here'.

Once a referral has been made, whether by a member of staff or by the DSL or Deputy DSL, the local authority should make a decision within one working day about what course of action they are taking and should let the referrer know the outcome.

If a pupil's situation does not appear to be improving, the DSL should press for reconsideration to ensure their concerns have been addressed and, most importantly, that the pupil's situation improves. Staff should challenge any inaction and follow this up with the DSL and Social Care as appropriate.

Where there is a safeguarding concern the pupil's wishes and feelings will be taken into account when determining what action to take and what services to provide and pupils will be encouraged to express their views. This is particularly important in the context of harmful behaviours, such as sexual harassment and sexual violence. The College manages this by ensuring that there are systems in place, that are well promoted, easily understood and easily accessible for children to confidently report abuse, knowing their concerns will be treated seriously, and knowing they can safely express their views and give feedback. The College operates its processes with the best interests of the pupils at their heart.

All concerns, discussions and decisions (together with reasons) made under these procedures should be recorded in writing and recorded on the Engage Portal under 'Safeguarding'. The record should include a clear and comprehensive summary of the concern, details of how the concern was followed up and resolved and a note of any action taken, the decision reached and the outcome. Any handwritten notes should also include the date, time and place of the conversation and detail of what was said and in whose presence. It must then be signed by the person making the record. Please note original hand-written statements or body maps must be kept by the DSL.

PROCEDURE IF A PUPIL IS IN IMMEDIATE DANGER

If any member of staff (including governors, agency staff, volunteers or contractors) believes a pupil is in immediate danger i.e. they have suffered or are likely to suffer significant harm, they should again inform the DSL immediately and in the absence of the DSL, the Deputy DSL. They are, however, permitted to make an immediate referral to Children's Social Care and/or the Police if it is felt a crime may have been committed. The contact details for Children's Social Care are listed on page 6 under Multi-Agency Safeguarding Hub ("MASH"). Anyone can make a referral. Any such referral must be made immediately and in any event within 24 hours (one working day) of staff being made aware of the risk.

If anyone other than the DSL makes the referral, they should inform the DSL as soon as possible that a referral has been made. The local authority social worker should acknowledge receipt to the referrer within 24 hours and make a decision about the next steps and type of response required. Staff should challenge any inaction and follow this up with the DSL and Children's Social Care as appropriate.

Parental consent is not needed for any referrals to statutory agencies such as the Police or Children's Social Care.

All concerns, discussions, referrals, decisions and reasons for the decisions must be recorded on the Engage Portal. Any hand-written notes must be uploaded onto the Engage Portal as soon as possible. Please note original hand-written statements or body maps must be kept by the DSL.

The College's Local Safeguarding Children Partnership is West Sussex. A full copy of their local procedures can be found [here](#).

PROCEDURE FOR DEALING WITH PEER ON PEER ALLEGATIONS

Peer on peer abuse, is abuse by one or more children against another child. It can be standalone or as part of wider abuse and can happen both inside and outside of school, and online. It can manifest itself in many ways and can include bullying (including cyberbullying, prejudiced-based and discriminatory bullying), abuse within intimate partner relationships between peers, physical abuse (such as hitting, kicking, shaking, biting, hair pulling, or otherwise causing physical harm), initiation/hazing violence and rituals, upskirting, sexting, consensual and non-consensual sharing of nudes and/or semi-nudes and/or videos (also known as sexting or youth-produced sexual imagery), sexual assault, gender-based issues, sexual behaviours including child on child sexual violence and sexual harassment, causing someone to engage in sexual activity without consent, such as forcing someone to strip, touch themselves sexually, or to engage in sexual activity with a third party.

This procedure will apply to all reports and concerns of peer on peer abuse, whether they have happened in school or outside of it, and/or online. Abuse that occurs online or outside of school should not be downplayed and should be treated equally seriously.

Staff will challenge inappropriate behaviour (even if it appears to be relatively innocuous) to help prevent problematic, abusive and/or violent behaviour in the future. The College has a zero-tolerance approach to abuse. Abusive comments and interactions should never be passed off or dismissed as 'just banter' or 'part of growing up'. Nor will harmful sexual behaviours, including sexual comments, remarks or jokes and online sexual harassment, be dismissed as the same or 'just having a laugh' or 'boys being boys'. Staff will also challenge physical behaviours (that are potentially criminal in nature), such as grabbing bottoms, breasts and genitalia, pulling down trousers, flicking bras and lifting up skirts. Dismissing or tolerating such behaviours risks normalising them and could lead to a culture of unacceptable behaviours and an unsafe environment for children.

The College acknowledges that even if there have been no reported cases of peer on peer abuse in relation to pupils within the school, such abuse may still be taking place and is simply not being reported. The College will ensure that children are aware of how they can report abuse, and that they are aware of the procedures that the College will follow once a report has been made. These

procedures will be well promoted and in a format that is easily accessible and easily understood by children.

We recognise that a child is likely to disclose an allegation to someone they trust: this could be any member of staff. By making such a disclosure the pupil is likely to feel that the member of staff is in a position of trust. The College also recognises that children may not find it easy to tell staff about their abuse verbally and that instead they may show signs or act in ways they hope adults will notice and react to. It is also recognised that an incident may come to a member of staff's attention through the report of a friend, or by overhearing conversations. It is therefore important that all staff are clear on the College's policy and procedures with regards to peer on peer abuse and can recognise the indicators and signs of peer on peer abuse and know how to identify it and how to respond to reports.

The College recognises that a first disclosure to a trusted adult may only be the first incident *reported*. It is not necessarily representative of a singular incident. Staff will take all reports of abuse seriously regardless of how long it has taken for the child to come forward. Staff will act immediately and will support the victim when they raise a concern.

We also recognise that children with special educational needs and disabilities or certain health conditions can face additional safeguarding challenges and may be more prone to peer on peer group isolation or bullying (including prejudice-based bullying) than other children. The College will consider extra pastoral support for those children. Further details on the mechanisms in place to minimise the risks are found on pages 31 to 32 under '*Teaching children how to be safe*'. The College also recognises that certain children may face additional barriers to reporting an incident of abuse because of their vulnerability, disability, sex, ethnicity and/or sexual orientation.

Where an issue of pupil behaviour or bullying gives 'reasonable cause to suspect that a child is suffering, or is likely to suffer, harm' staff should follow the procedures in this policy rather than the College's *Anti-bullying* or *Behaviour Management and Exclusions policy*.

A pupil against whom an allegation of abuse has been made, that in the professional judgment of the DSL (or Deputy DSL), meets the threshold above, may be suspended during the investigation. The College will take advice from the West Sussex Safeguarding Children Partnership on the investigation of such allegations and will take all appropriate action to ensure the safety and welfare of all pupils involved, including the alleged victim and perpetrator(s). If it is necessary for a pupil to be interviewed by the Police in relation to allegations of abuse, we will ensure that, subject to the advice of the West Sussex Safeguarding Children Partnership, parents are informed as soon as possible. The pupils involved will be supported during the interview by an appropriate adult and until

the investigation is completed. Confidentiality will be an important consideration and advice will be sought as necessary from the West Sussex Safeguarding Children Partnership and/or the Police as appropriate. The College will have regard to the procedures set out in KCSIE and the SVSH at all times as well as the West Sussex Children who Harm Other Children guidance.

Police may be informed of any harmful sexual behaviours which are potentially criminal in nature, such as grabbing bottoms, breasts and genitalia. Rape, assault by penetration and sexual assaults will be passed to the Police. If the DSL decides to make a referral to Social Care and/or a report to the Police against a victim's wishes, the reasons should be explained to the pupil and appropriate specialist support offered. The DSL may also decide that the child(ren) involved may benefit from early help and make the necessary referral in accordance with West Sussex Safeguarding Children Partnership's referral process.

The College's approach to sexting is contained in the Behaviour Management and Exclusion Policy, which is available on the Shoreham College website. A hard copy is also available on request.

The College will follow the DDMSC/UKIS guidance Sharing nudes and semi-nudes: advice for education settings working with children and young people" (December 2020) when responding to an allegation that nudes and/or semi-nudes have been shared.

In the event of peer on peer abuse, both the victim and perpetrators will be treated as being 'at risk' and the safeguarding procedures in this policy will be followed. Victims, perpetrators and any other children affected will be offered support as appropriate (e.g. access to the College counsellor) and support from external agencies will be sought, as appropriate.

When there has been a report of sexual violence, the DSL or Deputy DSL will make an immediate risk and needs assessment. Where there has been a report of sexual harassment, the need for a risk assessment should be considered on a case-by-case basis. The risk and needs assessment should consider:

- the victim;
- whether there may have been other victims;
- the alleged perpetrator; and
- all other children (and if appropriate, staff) at the College especially any actions that are appropriate to protect them from the alleged perpetrator(s), or from future harms.

Risk assessments will be recorded (either written or electronic) and kept under review. In relation to a report of sexual violence or sexual harassment, the DSL (and indeed all staff) will reassure any victim that they are being taken seriously and that they will be supported and kept safe. The victim will never be made to feel ashamed for making a report nor will they be given the impression that they are creating a problem by reporting sexual violence or sexual harassment; nor would a victim ever have their experience minimised. The DSL will consider the risks posed to pupils and put adequate measures in place to protect them and keep them safe and to ensure their educational attainment is not adversely affected as far as is possible. This may include careful consideration of the proximity of the victim and alleged perpetrator and considerations regarding shared classes, sharing school premises (including during any before or after school-based activities) and school transport. The College will also consider the risks posed to the victim from other health needs, including physical, mental and sexual health problems, as well as unwanted pregnancy which may arise as a result of the incident, and will consider recommending additional support.

Staff should always be vigilant and always raise any concerns with the DSL (or Deputy DSL). The College will keep a written record of all concerns, discussions and decisions made. We will reflect on reported concerns, including the decisions made and actions taken, in order to identify any patterns of concerning, problematic or inappropriate behaviour which may indicate an unacceptable culture, or any weaknesses in the College's safeguarding system which may require additional training or amendments to relevant policies. Where a pattern is identified the College will decide on an appropriate course of action.

In the event that a report is proven to be false, unsubstantiated, unfounded or malicious, the DSL will consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate. If a report is shown to be deliberately invented or malicious, the Principal will consider whether any disciplinary action is appropriate against the individual who made it in accordance with the College's *Behaviour Management and Exclusion Policy*.

PROCEDURE FOR RESPONDING TO AN INCIDENT OF NUDES AND SEMI-NUDES BEING SHARED BY PUPILS

All members of staff in an education setting have a duty to recognise and refer any incidents involving nudes and semi-nudes and will be equipped with the necessary safeguarding training and support to enable them to recognise concerns.

For this purpose, 'sharing nudes/semi-nudes' means the sending or posting of nude or semi-nude images, videos, or live streams by children under the age of 18 online. This could be via social media (including Snapchat), gaming platforms, chat apps (including WhatsApp and iMessage) or forums. It could also involve sharing between devices via services like Apple's AirDrop which works offline. The sharing of nudes and semi-nudes may happen publicly online, in 1:1 messaging or via group chats and/or via closed social media accounts. The images, videos or live streams may include more than one child. Alternative terms used by children and young people may include 'dick pics' or 'pics' or may be referred to by adults or professionals as 'youth produced/involved sexual imagery', 'indecent imagery', 'image based sexual abuse' or 'sexting'.

The motivations for taking and sharing nude and semi-nude images, videos and live streams are not always sexually or criminally motivated. Such images may be created and shared consensually by young people who are in relationships, as well as between those who are not in a relationship. It is also possible for a young person in a consensual relationship to be coerced into sharing an image with their partner. Incidents may also occur where:

- children and young people find nudes and semi-nudes online and share them claiming to be from a peer;
- children and young people digitally manipulate an image of a young person into an existing nude online;
- images created or shared are used to abuse peers e.g. by selling images online or obtaining images to share more widely without consent to publicly shame.

For this reason, incidents can either be classified as 'aggravated' or 'experimental'. The DDCMS/UKIS guidance *Sharing nudes and semi-nudes: advice for education settings working with children and young people* sets out the classification of incidents, and how each should be handled.

Any direct disclosure by a child will be taken seriously and staff will ensure the child is feeling comfortable and will only ask appropriate and sensitive questions, in order to minimise further distress or trauma to them.

If staff are notified or become aware of an incident of nudes or semi-nudes being shared by a pupil or of a pupil, they should refer the incident to the DSL or Deputy DSL as soon as possible. Staff and parents or carers must not intentionally view any nudes and semi-nudes. The decision to view any imagery should be based on the professional judgment of the DSL, acting in accordance with the DDMSC/UKIS guidance *Sharing nudes and semi-nudes: advice for education settings working with children and young people (December 2020)*.

The DSL will follow the *DDMSC/UKIS guidance* when responding to a report of sharing nudes and/or semi-nudes. This will include:

- Holding an initial review meeting with appropriate staff. This may include the staff member(s) who heard the disclosure and the safeguarding team.
- Carrying out interviews with the children involved (if appropriate).
- Informing parents and carers at an early stage and keep them involved in the process in order to best support the pupil unless there is good reason to believe that involving them would put the child at risk of harm. Any decision not to inform them should be made in conjunction with other services such as children's social care and/or the Police, who would take the lead in deciding when they should be informed.
- Carrying out a risk assessment to determine whether there is a concern that a child has been harmed or is at risk of immediate harm at any point in the process.
- If not, the incident can be handled in school in accordance with the "sharing nudes" guidance and the College's *Safeguarding/Child Protection Policy* and *Behaviour Management and Exclusion policy*.
- If it is determined that there is a risk of harm, the DSL must make a referral to children's social care and/or the Police immediately.

All incidents relating to nudes and semi-nudes being shared need to be recorded, whether they have been referred externally or not. Schools must record the reason for not reporting incidents externally and ensure it is signed off by the Principal. Records will be kept in line with statutory requirements set out in *KCSIE* and local safeguarding procedures. No copies of imagery will be taken or retained.

This guidance does not apply to the sharing of images of children under 18 by an adult over 18 as this constitutes child sexual abuse. In the event that staff become aware of such an incident, they should notify the DSL immediately, who should always inform the Police as a matter of urgency.

WHAT STAFF SHOULD DO IF A CHILD NEEDS A SOCIAL WORKER (CHILDREN IN NEED AND CHILD PROTECTION PLANS)

Children may need a social worker due to safeguarding or welfare needs. Children may need this help due to abuse, neglect and/or complex family circumstances. A child's experiences of adversity and trauma can leave them vulnerable to further harm, as well as educationally disadvantaged in facing barriers to attendance, learning, behaviour and mental health.

Local authorities should share the fact a child has a social worker, and the DSL should hold and use this information so that decisions can be made in the best interests of the child's safety, welfare and educational outcomes. This should be considered as a matter of routine.

Where children need a social worker, this should inform decisions about safeguarding (for example, responding to unauthorised absence or missing education where there are known safeguarding risks) and about promoting welfare (for example, considering the provision of pastoral and/or academic support, alongside action by statutory services).

WHAT STAFF SHOULD DO IF A CHILD REQUIRES MENTAL HEALTH SUPPORT

The College has an important role to play in supporting the mental health and wellbeing of its pupils. 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. The College aims to prevent health problems by promoting resilience as part of a whole school approach to social and emotional wellbeing of our pupils.

Staff can access a range of advice to help them identify children in need of extra mental health support, this includes working with external agencies. More information can be found in the DfE *Mental health and Behaviour in Schools Guidance*. Public Health England has also produced a range of resources to support school teachers to promote positive health, wellbeing and resilience among young people. Staff, pupils and parents can also refer to the College's *Pupil Mental Health Policy*, a copy of which is available on the Shoreham College website.

PROCEDURE FOR DEALING WITH SAFEGUARDING CONCERNS OR ALLEGATIONS OF ABUSE ABOUT TEACHERS AND OTHER STAFF (INC. THE PRINCIPAL, DSL, GOVERNORS, SUPPLY STAFF, VOLUNTEERS AND CONTRACTORS)

The College's procedures for managing allegations against staff (including supply staff, volunteers and contractors) who are currently working in the College, whether in a paid or unpaid capacity, follows DfE statutory guidance and West Sussex Safeguarding Children Partnership arrangements and applies when staff (including volunteers) have (or are alleged to have):

- Behaved in a way that has harmed a pupil, or may have harmed a child; and/or
- Possibly committed a criminal offence against or related to a child; and/or
- Behaved towards a child or children in a way that indicated that they may pose a risk of harm if they were to work regularly or closely with children; and/or

- Behaved or may have behaved in a way that indicates they may not be suitable to work with children, including behaviour that may have happened outside of school.

Allegations that do not meet the above harms test should be dealt with using the College's procedure for handling low level concerns set out in this policy.

Allegations against a teacher who is no longer teaching should be referred to the Police. Historical (non-recent) allegations of abuse should be referred to the Police and also the LADO. Non-recent allegations made by a child will be reported to the LADO in line with the local authority's procedures for dealing with non-recent allegations. The LADO will coordinate with children social care and the Police.

If an allegation is made against anyone working with children in the College, before contacting the LADO, the College will conduct a basic enquiry in line with local procedures to establish the facts in order to determine whether there appears to be any foundation to the allegation. The College should not undertake their own investigation of the allegation/s without prior consultation with the Local Authority 'designated officer' or, in the most serious cases, the Police, so as not to jeopardise statutory investigations. In borderline cases, the College may discuss informally with the 'designated officer' on a no-names basis.

When dealing with allegations about a staff member the College will apply common sense and judgment, deal with allegations quickly, fairly, and consistently and will support the person subject to the allegation.

Concerns including allegations which appear to meet the above reporting criteria are to be reported straight away to the 'case manager' who is the Principal. In the Principal's absence, the report should be made to the DSL who will report to the Chair of Governors. Where the Principal is the subject of the allegation or concern, reports should be made directly to the Chair of Governors. Where the Principal is the subject of the allegation or concern, the Principal must not be informed of the allegation prior to contact with the Chair of Governors and LADO.

The 'case manager' should immediately discuss the allegation with the LADO and consider the nature, content and context of the allegation and agree a course of action including any involvement of the Police. Where the 'case manager' deems there to be an immediate risk to children or there is evidence of a possible criminal offence, or it is an emergency situation, the 'case manager' should contact children's social care and as appropriate the Police immediately. All discussions should be recorded in writing, and any communication with both the individual and the parents of the child(ren) agreed. The LADO should be informed within one working day of all allegations that come to the

College's attention and appear to meet the criteria or that are made directly to the Police and/or children's social care. The DSL is responsible for ensuring the child is not at risk.

Where the 'case manager' is concerned about the welfare of other children in the community, or the member of staff's family, they will discuss these concerns with the LADO and make a risk assessment of the situation. It may be necessary for the LADO to make a referral to children's social care.

When to inform the individual, who is the subject of the allegation will be considered on a case by case basis and with guidance from the LADO, and if appropriate, the Police and/or children's social care. Subject to any objection, the 'case manager' will ensure that the individual who is subject of the allegation is informed as soon as possible and given an explanation of the likely course or action. The 'case manager' cannot disclose the details of the allegation to the individual, without first seeking advice from the LADO, which will be sought as soon as possible. The 'case manager' will appoint a named representative to keep the individual informed of the progress of the case and will consider what other support is appropriate for the individual.

The 'case manager' should give careful consideration as to whether the circumstances of the case warrant suspension from contact with children at the College or whether alternative arrangements should be put in place until the allegation is resolved. Suspension should not be an automatic response when an allegation is reported. It should be considered only in cases where there is cause to suspect a child or other children at the College is/are at risk of harm, or the case is so serious that it might be grounds for dismissal. The 'case manager' will give due weight to the views of the designated officer, WT and KCSIE when making a decision about suspension. Where the individual is suspended, the 'case manager' will confirm the decision within one working day, and will ensure they know who their point of contact is in the College and shall provide them with their contact details. The 'case manager' will also record the rationale and justification for the suspension, including what alternatives were considered and why they were rejected.

Where further enquiries are required to enable a decision about how to proceed, the LADO and 'case manager' should discuss how and by whom the investigation will be undertaken. In straightforward cases, the investigation should usually be undertaken by a senior member of staff at the College. Where there is lack of resource, or the nature or complexity of the allegation requires it an independent investigator may be appointed to undertake the investigation.

The 'case manager' will ensure that parents are informed as soon as possible and kept informed about progress of the case, subject to any advice from children's social care or the Police. Parents

and others will be made aware that there are restrictions on publishing information which may lead to the identification of the teacher subject to the allegation.

The 'case manager' will monitor the progress of cases to ensure they are dealt with as quickly as possible in a thorough and fair process. Reviews are conducted at fortnightly or monthly intervals, depending on the complexity of the case. The first review will take place no later than four weeks after the initial assessment and subsequent review dates will be set at the review meeting.

The 'case manager' will discuss with the LADO whether a referral to the Disclosure and Barring Service or Teaching Regulation Agency should be made where an allegation is substantiated and the person is dismissed or the College ceases to use their services, or the person resigns or otherwise ceases to provide their services. The College has a legal obligation to report promptly to the Disclosure and Barring Service any person (whether employed, contracted, a volunteer or a student) 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. Further, or in the alternative, if an investigation leads to the dismissal or resignation prior to dismissal of a member of teaching staff specifically, the College must consider making a referral to the Teaching Regulation Agency and a prohibition order may be appropriate (because that teacher has displayed unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence).

On conclusion of the case, the 'case manager' should review the circumstances of the case with the LADO to determine whether there are any improvements to be made to the College's safeguarding procedures or practices to help prevent similar events in the future.

The College has a duty of care to its staff, and whilst the welfare of a child is paramount, the College will offer appropriate welfare support to the adult subject to the investigation and potentially their family. The College will also make every reasonable effort to maintain confidentiality and guard against unwanted publicity whilst an allegation is being investigated or considered. Information will also not ordinarily be shared with other staff or with children or parents who are not directly involved in the investigation. Where initial discussions lead to no further action, the 'case manager' and the LADO should record the decision and justification for it and agree on what information should be put in writing to the individual concerned, and by whom.

Allegations found to be malicious or false will be removed from the individual's personnel records unless the individual gives consent for retention of the information. In all other circumstances a written record will be made of the decision and retained on the individual's personnel file in

accordance with KCSIE and a copy will only be provided to the individual concerned. Schools have an obligation to preserve records which contain information about allegations of sexual abuse for the duration of the inquiry in accordance with the guidelines of the Independent Inquiry into Child Sexual Abuse ("IICSA"). All other records should be retained until the accused has reached pension age, or for a period of 10 years from the date of the allegation, whichever is longer.

Allegations proven to be false, unsubstantiated, unfounded or malicious will not be included in employer references. If an allegation is shown to be deliberately invented or malicious, the DSL should consider whether the child and/or the person who has made the allegation is in need of help or may have been abused by someone else and this is a cry for help. In such circumstances, a referral to children's social care may be appropriate. If a report is shown to be deliberately invented or malicious, the Principal will consider whether any disciplinary action is appropriate against a pupil who made it in accordance with the College's Behaviour Management and Exclusion policy; or whether the Police should be asked to consider if action might be appropriate against the person responsible even if they are not a pupil.

In all cases where there are concerns or allegations of abuse, the College will make a serious incident report to the Charity Commission whenever the Commission's guidelines deem it appropriate to do so.

ARRANGEMENTS FOR DEALING WITH SAFEGUARDING CONCERNS OR ALLEGATIONS OF ABUSE ABOUT SUPPLY TEACHERS AND CONTRACTED STAFF

The College's procedures for managing allegations against staff above also apply to staff not directly employed by the College, for example, supply teachers provided by an employment agency or business ('the agency'). The College will usually take the lead, but agencies should be fully involved (because they have their own policies and procedures) and co-operate with any enquiries from the LADO, Police and/or children's social care.

In no circumstances will the College decide to cease to use a supply teacher due to safeguarding concerns, without finding out the facts and liaising with the LADO to determine a suitable outcome. The College will discuss with the agency (or agencies where the supply teacher is working across a number of schools) whether it is appropriate to suspend the supply teacher, or redeploy them to another part of the College, whilst they carry out their investigation.

The College will advise supply teachers being investigated to contact their trade union representative if they have one, or a colleague for support. The allegations management meeting which is often arranged by the LADO should address issues such as information sharing, to ensure that any

previous concerns or allegations known to the agency are taken into account by the College during the investigation.

When using an agency, the College should inform the agency of its process for managing allegations but also take account of the agency's policies and their duty to refer to the DBS as personnel suppliers. This should include inviting the agency's human resource manager or equivalent to meetings and keeping them up to date with information about its policies.

Where the agency dismisses or ceases to use the services of a teacher because of serious misconduct, or might have dismissed them or ceased to use their services had they not left first, the College must consider whether to refer the case to the Secretary of State (via the Teaching Regulation Agency).

PROCEDURE FOR DEALING WITH LOW LEVEL CONCERNS OR ALLEGATIONS (I.E. THAT DO NOT MEET THE HARMS TEST) ABOUT TEACHERS AND OTHER STAFF (INCLUDING THE PRINCIPAL, GOVERNORS, SUPPLY STAFF, VOLUNTEERS AND CONTRACTORS)

A low-level concern is any concern that an adult working in or on behalf of the College may have acted in a way that:

- is inconsistent with the staff code of conduct, including inappropriate conduct outside of work; and
- does not meet the allegations threshold or is otherwise not considered serious enough to consider a referral to the LADO.

A 'low-level' concern does not mean that it is insignificant. A concern may be a low-level concern, no matter how small, even if it does no more than give a sense of unease or a 'nagging doubt'. Such behaviour can exist on a wide spectrum, from the inadvertent or thoughtless, or behaviour that may look to be inappropriate, but might not be in specific circumstances, through to that which is ultimately intended to enable abuse (for example, grooming-type behaviours).

The College takes all concerns about safeguarding seriously and recognises that addressing even low-level concerns is important to create and embed a culture of openness, trust, and transparency in which the College's values and expected behaviour of its staff are constantly lived, monitored, and reinforced by all staff.

Our *Staff Code of Conduct* can be found on the staff intranet and a hard copy is also available on request. The aim of the *Staff Code of Conduct* is to provide clear guidance about the standards of appropriate behaviour and actions of its staff so as to not place pupils or staff at risk of harm or at

risk of an allegation of harm to a pupil. All staff are expected to comply with the standards contained within this code of conduct at all times.

Staff must share all concerns with the Principal (or in the absence of the Principal, the DSL) without delay so that it can be recorded and dealt with appropriately, sensitively, and proportionately and in a timely manner. Where a low-level concern relates to the Principal, it should be shared with the Chair of Governors.

Staff are also encouraged to self-refer in the event that they have found themselves in a situation which may be misinterpreted, might appear compromising to others, and/or on reflection they believe they have behaved in a way that may be considered to fall below the expected professional standard. All concerns will be handled sensitively and will be dealt with appropriately and proportionately.

If a concern is raised by a third party, the Principal will collect as much evidence as possible by speaking to the person who has raised the concern (if known), to the individual involved and any witnesses.

The College will address unprofessional behaviour at an early stage and will support the individual to correct it.

All low-level concerns will be recorded in writing. The record will include details of the concern, the context within which the concern arose, and details of the action taken. The name of the reporting individual should also be included, unless they have asked to remain anonymous, which will be respected as far as reasonably possible. The records will be kept confidential, will be held securely and in compliance with the Data Protection Act 2018 and the UK GDPR at all times. The information will be retained for 7 years after the individual has left employment.

Low-level concerns will not be included in references unless they relate to issues which would normally be disclosed, for example, misconduct or poor performance.

The College will also reflect on reported concerns in order to identify any patterns of concerning, problematic or inappropriate behaviour which may indicate an unacceptable culture, or any weaknesses in the College's safeguarding system which may require additional training or modified policies. Where a pattern is identified, the College will decide on a course of action, either through its disciplinary procedures, or, where the pattern moved from a concern to meeting the harms threshold, it will then follow the above procedure and refer the matter to the designated officer.

Where a low-level concern relates to a person employed by a supply agency or a contractor, staff should share that concern with the Principal (or in the absence of the Principal, the DSL). The concern will be recorded in accordance with the College's low-level concern, and the individual's

employer will be notified about the concern, so that any potential patterns of inappropriate behaviour can be identified.

STAFF CODE OF CONDUCT

The College has a *Staff Code of Conduct* which is available on the staff intranet. A hard copy is also available on request.

This policy aims to provide clear guidance about behaviour and actions, so as not to place pupils or staff at risk of harm or of allegations of harm to a pupil. It also includes details on one to one coaching and pupils travelling alone in a vehicle, which are areas of specific significance that staff need to take exceptional care with, in regard to safeguarding.

SAFER RECRUITMENT

The College is committed to safer recruitment processes to create a culture that safeguards and promotes the welfare children in the College whilst deterring and preventing people who are unsuitable to work with children from applying or securing employment, or volunteering opportunities, within the College.

Members of the teaching and non-teaching staff at the College, including part-time staff, temporary and supply staff and visiting staff, such as musicians and sports coaches, are subject to the necessary statutory child protection checks before starting work, for example right to work checks, additional overseas checks (if necessary), verifying identity, taking up references, checking work history and confirming medical fitness for the role. For most appointments, an enhanced DBS check with 'barred list' information will be appropriate. A DBS certificate will be obtained from the candidate before, or as soon as practicable after appointment. Alternatively, if the applicant has subscribed to it and gives permission, we may undertake an online update check through the DBS Update Service.

Full details of the safer recruitment procedures for checking the suitability of staff, governors, volunteers and contractors to work with children are set out in the College's *Recruitment policy* which is available on request.

ARRANGEMENTS FOR VISITING SPEAKERS

The College has clear protocols for ensuring that any visiting speakers are appropriately supervised and suitable. The College's responsibility to pupils is to ensure that they can critically assess the information they receive as to its value to themselves, and that the information is aligned to the ethos and values of the College and British values.

The College is required to undertake a risk assessment before agreeing to a Visiting Speaker being allowed to attend. This will take into account any vetting requirements considered appropriate in the circumstances and may include a DBS check if relevant.

Visiting speakers will be expected to understand that, where appropriate, their session should actively promote the British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs and at no point undermine these. In some cases, the College may request a copy of the Visiting Speaker's presentation and/or footage in advance of the session being provided.

Visiting Speakers, whilst on the College site, will be supervised by a College employee. On arrival, Visiting Speakers will also be required to show original current identification documents including a photograph such as a passport or photo card driving licence. The College keeps a formal register of visiting speakers retained in line with its *Data Protection Policy*.

Further details can be found in the Shoreham College [Visiting Speaker Policy](#) which is available on the Shoreham College website. A hard copy is also available on request

DISQUALIFICATION FROM WORKING IN CHILDCARE

Where staff work in, or are involved in the management of, the College's early years or provision of care of pupils under the age of eight, the College will take steps to check whether those staff are disqualified under the [Childcare Act 2006](#). These checks will be undertaken pre-appointment, and from time to time during employment. This forms part of the College's safer recruitment practices, further details of which can be found in the College's *Recruitment policy* which is available on request.

The College records all checks of staff employed to work in or manage relevant childcare on the Single Central Register, which includes the date disqualification checks were completed.

Where a member of staff is found to be disqualified, or if there is doubt over that issue, then, pending resolution, the College will remove them from the work from which they are or may be disqualified. Suspension or dismissal will not be an automatic response; the College will consider if there is scope in principle to redeploy them with other age groups or in other work from which they are not disqualified, subject to assessing the risks and taking advice from the DSL where appropriate.

DUTY TO NOTIFY OFSTED

The College will inform Ofsted of any significant event which is likely to affect the suitability of any person who is in regular contact with children on the premises where childcare is provided, for

example where the College is satisfied that a person working in a relevant setting falls within one of the disqualification criteria. Any significant event must be notified to Ofsted as soon as reasonably practicable, but at the latest within 14 days of the date the College became aware (or ought reasonably to have become aware) of it. The College will notify Ofsted within 14 days of any allegations of serious harm or abuse by any person working or looking after children at the premises (whether the allegations relate to harm or abuse committed on the premises or elsewhere).

TEACHING CHILDREN HOW TO BE SAFE

The curriculum and pastoral systems are designed to foster the spiritual, moral, social and cultural development of all our pupils, to build resilience and to reduce risks, including to radicalisation.

We are committed to actively promoting British values.

All staff play a vital role in this process, helping to ensure that all pupils relate well to one another and feel safe and comfortable within the College. We expect all the teaching and medical staff to lead by example and to play a full part in promoting an awareness, which is appropriate to the pupil's age, amongst all our pupils on issues relating to health, safety and wellbeing.

Time is allocated in PSHE for discussions on safeguarding (including online), what constitutes appropriate behaviour and why bullying and lack of respect of others is never right. Assemblies, drama and RE lessons are used to promote tolerance, mutual respect and understanding.

All pupils know that there are adults to whom they can turn if they are worried, including any member of staff but specifically, the form tutor, Assistant Heads, the DSL and Deputy DSL and the matrons. Our support to pupils also includes the following:

- posters are displayed around the college with photographs of the safeguarding team, the college counsellor and the help@shorehamcollege.co.uk email address
- matron's room displays advice on where pupils can seek help. In addition, Childline numbers are located on posters around the College;
- we operate a peer support scheme, whereby trained older pupils are encouraged to offer advice and support to younger pupils (Anti-bullying Ambassadors);
- we provide leadership training to our senior head boys/girls and their team of prefects, which includes the importance of offering support and assistance to younger and to vulnerable pupils;

- we operate Circle Time in the junior school, which is a designated time during the week which allows juniors to discuss any issues that worry or concern them.
- every child from Year 3 upwards has a homework diary which contains guidance on where to turn for advice;

Pupils are also able to email help@shorehamcollege.co.uk from their Shoreham College email address with any concerns they have. This email account is monitored regularly by our safeguarding team.

We recognise the importance of providing pupils with the opportunities to talk about any problems they may encounter, in order to be able to identify any pupils who may benefit from early help.

ONLINE SAFETY

We take a whole-school approach to online safety with internet safety (including when children are online at home) being an integral part of the ICT curriculum as well as being embedded in PSHE and Relationships Education and/or RSE. We provide regular lessons to pupils, via our tutor programme, on online safety and the risks posed by adults or young people, who use the internet and social media to bully, groom, abuse or radicalise other people, especially children, young people and vulnerable adults.

The College has an [Anti-bullying policy](#) in place, which includes guidelines on cyber-bullying. A copy is available on the Shoreham College website and a hard copy is available on request. We will ensure that the pupils understand and adhere to the guidelines in this area.

We have appropriate filters and monitoring systems in place to keep children safe online. The systems are Smoothwall and Open DNS. In addition we subscribe to NetSupport DNA for online safety keyword monitoring. Such systems aim to reduce the risk of children being exposed to illegal, inappropriate and harmful materials online, including terrorist and extremist material. They also reduce the risk of children being subjected to harmful online interaction with others and help manage online behaviour that can increase a child's likelihood of harm.

All staff are required to take online safety training to ensure they are equipped with the knowledge to safeguard children online.

Further detail of the College's approach to online safety can be found in the College's [Online Safety Policy](#) as well as the [Pupil Mobile Device Policy](#) which sets out the College's procedure for managing online safety when pupils are using their own 3G, 4G and 5G access. A copy of both of these policies can be found on the Shoreham College website or hard copies are available on request.

RELATIONSHIPS AND SEX EDUCATION (RSE)

Relationships Education and/or RSE was made compulsory from September 2020 although the College had flexibility to decide how it discharged its duties within the first year of compulsory teaching. The College will have regard to the DfE's statutory guidance, *Relationships Education, Relationships and Sex Education (RSE) and Health Education* when making arrangements for and teaching Relationships Education and/or RSE. Relationships Education and/or RSE will form part of the College's PSHE programme. Further details can be found in the *RSE Policy*, a copy of which is available on the Shoreham College website. A hard copy is also available on request.

USE OF MOBILE PHONES AND CAMERAS

The policy on the use of mobile phones by the pupils is detailed in the *Pupil Mobile Device Policy* which is available on the Shoreham College website. A hard copy is also available on request.

The policy on the use of mobile phones by members of staff is detailed in the *Staff Code of Conduct* which is available on the Shoreham College staff intranet. A hard copy is also available on request.

The policy on the use of cameras by pupils, parents and staff (including volunteers and visitors) is contained in the *Taking, Storing and Using Images of Children policy*, a copy of which is available on the Shoreham College website. A hard copy is also available on request.

Please note staff, pupils, visitors or parents, are not permitted to use their mobile phones or camera in or around the EYFS setting (Little Lions and Reception) without prior approval from the Principal.

WHAT STAFF SHOULD DO IF THEY HAVE CONCERNS ABOUT SAFEGUARDING PRACTICES AT THE COLLEGE

We aim to ensure there is a culture of safety and raising concerns and an attitude of 'it could happen here'. Where staff have concerns about poor or unsafe practices or potential failures in the College's safeguarding systems, these should be raised in accordance with the College's *Whistleblowing policy* which is available on the Shoreham College website. A hard copy is also available on request.

There will be no disciplinary action taken against a member of staff for making such a report, provided that it is done in good faith.

If staff and volunteers feel unable to raise an issue with the College or feel that their genuine concerns are not being addressed, they may use other whistleblowing channels, such as the NSPCC whistleblowing advice line. Contact details for the NSPCC helpline can be found on page 6 of this document.

MANAGEMENT OF SAFEGUARDING

Designated Safeguarding Lead

The DSL is Mrs Kathryn Stokes who is Assistant Head Key Stage 1 and 2 and member of the Senior Management Team. Mrs Stokes is also the DSL for the EYFS.

Mrs Sam Jangles (Assistant Head Key Stage 3) is the Deputy DSL and the person to whom reports should be made in the absence of the DSL. This ensures there is the required cover for the role at all times. Mrs Jangles is also a member of the Senior Management Team.

The DSL and Deputy DSL's contact details can be found on pages 7 and 8 of this policy.

During term time, the DSL and Deputy DSL will always be available (during school hours) for staff in the College to discuss any safeguarding concerns. For any issues that may arise out of school hours, but during any offsite school trips/activities, please refer to the [Educational Visits policy](#) which is available on the Shoreham College website. A hard copy is also available on request.

Role:

The DSL's role is to take lead responsibility for safeguarding and child protection matters at the College. Their responsibility is to maintain an overview of safeguarding including online safety, to open channels of communication with local statutory agencies, refer incidents to third parties (including the local authority children's services, the DBS, Channel and the Police) where appropriate, to support staff in carrying out their safeguarding duties and to monitor the effectiveness of the policies and procedures in practice.

When a pupil leaves the College, the DSL will also ensure their child protection file is transferred to the new school (separately from the main pupil file) as soon as possible and within 5 days for an in-year transfer or within the first 5 days of the start of a new term. The DSL will ensure secure transit and obtain confirmation of receipt. In addition to the child protection file, the DSL should also consider if it would be appropriate to share any additional information with the new school in advance of a child leaving to help them put in place the right support to safeguard this child and to help the child thrive.

The DSL and Deputy DSL will regularly review the College's and their own practices and concerns about welfare and safeguarding matters. This includes the personal and professional duty of all staff to report welfare and safeguarding concerns to the DSL, or in the absence of action, directly to children's social care.

The DSL and Deputy DSL will also work with the governors to review and update the *Safeguarding/Child Protection policy* and review the effectiveness of the safeguarding procedures in place.

The DSL and Deputy DSL should liaise with the three safeguarding partners and work with other agencies in line with *Working Together to Safeguarding Children*.

NSPCC – When to call the police can assist the DSL or Deputy DSL in understanding when they should consider calling the police and what to expect when they do.

Full details of the DSL's role can be found at Annex C of *KCSIE*.

Whilst the Principal should ensure that the policies and procedures are understood and followed by all staff, and the governors are ultimately responsible for ensuring staff are competent, supported and regularly reviewed in relation to safeguarding, the ultimate lead responsibility for safeguarding and child protection remains with the DSL and this responsibility should not be delegated.

Training:

The DSL and Deputy DSL are fully trained for the demands of these roles. They receive updated child protection training at least every two years, to provide them with the knowledge and skills required to carry out the role. This includes local inter-agency working protocols, participation in child protection case conferences, supporting children in need, identifying children at risk of radicalisation, record keeping and promoting a culture of listening to children, training in the West Sussex Safeguarding Children Partnership approach to Prevent duties and harmful sexual behaviours.

In addition to the formal training, their knowledge and skills will be refreshed at regular intervals, as required, but at least annually to help them to understand and keep up with any developments relevant to their role. In particular the College will support the DSL and Deputy DSL in developing their knowledge and skills to understand the views of children including to encourage a culture of listening to children and taking account of their wishes, as well as having an awareness of the difficulties children may face in approaching staff with a disclosure.

Further details of the required training content for the DSL and Deputy DSL are set out in Annex C of *KCSIE*. The Deputy DSL is trained to the same level as the DSL.

Governors (including the safeguarding governor)

Mr Peter Booth is the governor designated to take the lead in relation to responsibility for the safeguarding arrangements at the College. Mr Booth is a member of the governing body. The safeguarding duties however remain the responsibility of the governing body as a whole.

The role of the designated governor is to liaise with the local authority on issues of child protection and on abuse allegations against the Principal.

The governors, in conjunction with the DSL, also carry out an annual review of the College's safeguarding policy and procedures.

TRAINING

All new staff will be provided with the following:

- the *Safeguarding/Child Protection policy (including the policy and procedures to deal with peer on peer abuse and the policy on reporting low-level concerns)*,
- the role and identity of the DSL and Deputy DSL,
- the *Behaviour Management and Exclusion policy and Anti-Bullying policy*;
- the *Staff Code of Conduct*, including whistleblowing, acceptable use of ICT, the low-level concerns policy, staff/pupil relationships and communications including the use of social media;
- *Online Safety and Pupil Mobile Device policy*;
- the safeguarding response to children who go missing from education;
- a copy of Part One of *KCSIE* (or for staff that do not work directly with children, Annex A);
- staff who work directly with children and members of the SMT will also be required to read Annex B of *KCSIE*

Copies of the above documents are provided to all staff during induction. The level of information provided to temporary staff and volunteers is decided on a case-by-case basis, taking into account the nature and duration of the role.

All staff are also required to:

- read at least Part One of KCSIE (or, for staff that do not work directly with children, Annex A) and confirm they have done so. Each time Part One of KCSIE is updated by the Department for Education, staff will be updated on the changes.
- understand key information contained in Part One of KCSIE (or, for staff that do not work directly with children, Annex A). All members of staff are invited to discuss the provisions in Part One or Annex A with the DSL, should they need help with their understanding of the materials.
- receive training in safeguarding and children protection regularly, in line with advice from the West Sussex Safeguarding Children Partnership. Training will include online safety and harmful sexual behaviours including peer on peer sexual violence and harassment. It will also include Prevent awareness training to equip staff to raise concerns appropriately by ensuring all staff have the knowledge and confidence to identify children at risk of being drawn into terrorism; to challenge extremist ideas; and to know how to refer children and young people for further help.
- complete the online course via Educare on Child Protection.
- complete the online course via Educare on The Prevent Duty.
- complete the online course via Educare on Online Safety
- complete the online course via Educare on Equality and Diversity.
- complete the online course via Educare on Child Exploitation.

All staff will be provided with regular informal updates, at least annually, to ensure they have the relevant skills and knowledge to safeguard children effectively. We will provide updates via emails, staff meetings and INSET.

Induction and training is in line with advice from the West Sussex Safeguarding Children Partnership.

REVIEWING POLICIES AND PROCEDURES

Whilst the day-to-day issues are delegated to the safeguarding team, the governing body is responsible for:

- reviewing the *Safeguarding/Child Protection policy* on an annual basis;

- reviewing the procedures for, and the efficiency with which, the safeguarding duties have been discharged;
- ensuring that any deficiencies or weaknesses in the safeguarding arrangements are remedied without delay; and
- approving amendments to the safeguarding arrangements, in light of changing regulations or recommended best practice.

We draw on the expertise of the staff, including the DSL and Deputy DSL, and listen to the views of our pupils when shaping the safeguarding arrangements and policies. If there has been a substantiated allegation against a member of staff, the College will work with the Local Authority designated officer to determine whether there are any improvements to be made to the College's procedures or practice to help prevent similar events in the future.

RECORD KEEPING

All concerns, discussions, referrals, decisions and reasons for the decisions must be recorded on the Engage Portal. Any hand-written notes must be uploaded onto the Engage Portal as soon as possible. Please note original hand-written statements or body maps must be kept by the DSL, which are kept securely in the DSL's office. Access to these are restricted to the DSL, Deputy DSL, the Principal and the General Manager.

PARENTS

We believe that parents should be informed about any safeguarding concerns regarding their children. It is important that we are honest and open in our dealings. However, concerns of this nature must first be referred to the DSL who, with the Principal, will decide on the appropriate response. In very few cases, it may not be right to inform parents of our concerns immediately, as that action could prejudice any investigation, or place the child at further risk. Advice will be sought from the relevant agencies when making a decision as to what can be disclosed to parents of a child.

OPERATION ENCOMPASS

Shoreham College is part of Operation Encompass, which is run by Sussex Police. Its purpose is to provide early reporting to schools/colleges of any domestic abuse incidents involving or in the presence of a child, or where the child ordinarily resides. We know that children can be significantly affected through witnessing or being exposed to domestic abuse and this operation will allow us to better support our pupils and their families. A nominated member of staff, known as a

Key Adult, has been trained to liaise with the police. At Shoreham College our Key Adult is Mrs Kathryn Stokes. She will be able to use information that has been shared with her, in confidence, to ensure that the right support is available should it be required by a child and/or their family.

APPENDIX 1

The following guidance is provided by the West Sussex Safeguarding Children Partnership (WSSCP) and provides useful advice on what to look out for when identifying neglect, as well as physical, emotional and sexual abuse.

PHYSICAL ABUSE

Indicators in the child

Bruising

It is often possible to differentiate between accidental and inflicted bruises. The following must be considered as non-accidental unless there is evidence or an adequate explanation provided:

- bruising in or around the mouth;
- two simultaneous bruised eyes, without bruising to the forehead, (rarely accidental, though a single bruised eye can be accidental or abusive);
- repeated or multiple bruising on the head or on sites unlikely to be injured accidentally, for example the back, mouth, cheek, ear, stomach, chest, under the arm, neck, genital and rectal areas;
- variation in colour, possibly indicating injuries caused at different times;
- the outline of an object used e.g. belt marks, hand prints or a hair brush;
- linear bruising at any site, particularly on the buttocks, back or face;
- bruising or tears around, or behind, the earlobe/s indicating injury by pulling or twisting;
- bruising around the face;
- grasp marks to the upper arms, forearms or legs;
- petechiae haemorrhages (pinpoint blood spots under the skin) commonly associated with slapping, smothering/suffocation, strangling and squeezing.

Fractures

Fractures may cause pain, swelling and discolouration over a bone or joint. It is unlikely that a child will have had a fracture without the carers being aware of the child's distress. If the child is not using a limb, has pain on movement and/or swelling of the limb, there may be a fracture. There are grounds for concern if:

- the history provided is vague, non-existent or inconsistent;
- there are associated old fractures;
- medical attention is sought after a period of delay from when the fracture has caused

symptoms, such as swelling, pain or loss of movement.

Rib fractures are only caused in a major trauma such as a road traffic accident, a severe shaking injury or a direct injury such as a kick.

Skull fractures are uncommon in ordinary falls, i.e. from three feet or less. The injury is usually witnessed, the child will cry and if there is a fracture, there is likely to be swelling on the skull developing over 2 to 3 hours. All fractures of the skull should be taken seriously.

Mouth injuries

Tears to the frenulum (tissue attaching upper lip to gum) often indicates force feeding of a baby or a child with a disability. There is often finger bruising to the cheeks and around the mouth. Rarely, there may also be grazing on the palate.

Poisoning

Ingestion of tablets or domestic poisoning in children under 5 is usually due to the carelessness of a parent or carer, but it may be self-harm even in young children.

Fabricated or induced illness

Professionals may be concerned at the possibility of a child suffering significant harm as a result of having illness fabricated or induced by their carer. Possible concerns are:

- discrepancies between reported and observed medical conditions, such as the incidence of fits;
- attendance at various hospitals, in different geographical areas;
- development of feeding / eating disorders, as a result of unpleasant feeding interactions;
- the child developing abnormal attitudes to their own health;
- non organic failure to thrive - a child does not put on weight and grow and there is no underlying medical cause;
- speech, language or motor developmental delays;
- dislike of close physical contact;
- attachment disorders;
- low self-esteem;
- poor quality or no relationships with peers because social interactions are restricted;
- poor attendance at school and under-achievement.

Bite marks

Bite marks can leave clear impressions of the teeth, when seen shortly after the injury has been inflicted. The shape then becomes a more defused ring bruise or oval or crescent shaped. Those over 3cm in diameter are more likely to have been caused by an adult or older child.

A medical/dental opinion, preferably within the first 24 hours, should be sought where there is any doubt over the origin of the bite.

Burns and scalds

It can be difficult to distinguish between accidental and non-accidental burns and scalds. Scalds are the most common intentional burn injury recorded.

Any burn with a clear outline may be suspicious e.g. circular burns from cigarettes, linear burns from hot metal rods or electrical fire elements, burns of uniform depth over a large area, scalds that have a line indicating immersion or poured liquid.

Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation are a cause of concern.

Scalds to the buttocks of a child, particularly in the absence of burns to the feet, are indicative of dipping into a hot liquid or bath. The following points are worth remembering:

- a responsible adult checks the temperature of the bath before the child gets in;
- a child is unlikely to sit down voluntarily in a hot bath and cannot accidentally scald its bottom without also scalding his or her feet;
- a child getting into too hot water of his or her own accord will struggle to get out and there will be splash marks.

Scars

A large number of scars, or scars of different sizes or ages, or on different parts of the body, or unusually shaped, may suggest abuse.

Emotional / behavioural presentation

- refusal to discuss injuries;
- admission of punishment which appears excessive;
- fear of parents being contacted and fear of returning home;
- withdrawal from physical contact;
- arms and legs kept covered in hot weather;

- fear of medical help;
- aggression towards others;
- frequently absent from school;
- an explanation which is inconsistent with an injury;
- several different explanations provided for an injury.

Indicators in the parent

- may have injuries themselves that suggest domestic violence;
- not seeking medical help/unexplained delay in seeking treatment;
- reluctant to give information or mention previous injuries;
- absent without good reason when their child is presented for treatment;
- disinterested or undisturbed by accident or injury;
- aggressive towards child or others;
- unauthorised attempts to administer medication;
- tries to draw the child into their own illness;
- past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault;
- parent / carer may be over involved in participating in medical tests, taking temperatures and measuring bodily fluids;
- observed to be intensely involved with their children, never taking a much needed break nor allowing anyone else to undertake their child's care;
- may appear unusually concerned about the results of investigations which may indicate physical illness in the child;
- wider parenting difficulties may (or may not) be associated with this form of abuse;
- parent / carer has convictions for violent crimes.

Indicators in the family/environment

- marginalised or isolated by the community;
- history of mental health, alcohol or drug misuse or domestic violence;
- history of unexplained death, illness or multiple surgery in parents and/or siblings of the family;
- past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

EMOTIONAL ABUSE

Indicators in the child

- developmental delay;
- abnormal attachment between a child and parent/carer e.g. anxious, indiscriminate or no attachment;
- aggressive behaviour towards others;
- child scapegoated within the family;
- frozen watchfulness, particularly in pre-school children;
- low self-esteem and lack of confidence;
- withdrawn or seen as a 'loner' - difficulty relating to others;
- over-reaction to mistakes;
- fear of new situations;
- inappropriate emotional responses to painful situations;
- neurotic behaviour (e.g. rocking, hair twisting, thumb sucking);
- self-harm;
- fear of parents being contacted;
- extremes of passivity or aggression;
- drug/solvent abuse;
- chronic running away;
- compulsive stealing;
- low self-esteem;
- air of detachment – 'don't care' attitude;
- social isolation – does not join in and has few friends;
- depression, withdrawal;
- behavioural problems e.g. aggression, attention seeking, hyperactivity, poor attention;
- low self-esteem, lack of confidence, fearful, distressed, anxious;
- poor peer relationships including withdrawn or isolated behaviour.

Indicators in the parent

- domestic abuse, adult mental health problems and parental substance misuse may be features in families where children are exposed to abuse;
- abnormal attachment to child e.g. overly anxious or disinterest in the child;
- scapegoats one child in the family;
- impose inappropriate expectations on the child e.g. prevents the child's developmental exploration or learning, or normal social interaction through overprotection;

- wider parenting difficulties may (or may not) be associated with this form of abuse.

Indicators of in the family/environment

- lack of support from family or social network;
- marginalised or isolated by the community;
- history of mental health, alcohol or drug misuse or domestic violence;
- history of unexplained death, illness or multiple surgery in parents and/or siblings of the family;
- past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

NEGLECT

Indicators in the child

Physical presentation:

- failure to thrive or, in older children, short stature;
- underweight;
- frequent hunger;
- dirty, unkempt condition;
- inadequately clothed, clothing in a poor state of repair;
- red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold;
- swollen limbs with sores that are slow to heal, usually associated with cold injury;
- abnormal voracious appetite;
- dry, sparse hair;
- recurrent / untreated infections or skin conditions e.g. severe nappy rash, eczema or persistent head lice / scabies/ diarrhoea;
- unmanaged / untreated health / medical conditions including poor dental health;
- frequent accidents or injuries.

Development:

- general delay, especially speech and language delay;
- inadequate social skills and poor socialisation.

Emotional/behavioural presentation:

- attachment disorders;

- absence of normal social responsiveness;
- indiscriminate behaviour in relationships with adults;
- emotionally needy;
- compulsive stealing;
- constant tiredness;
- frequently absent or late at school;
- poor self-esteem;
- destructive tendencies;
- thrives away from home environment;
- aggressive and impulsive behaviour;
- disturbed peer relationships;
- self-harming behaviour.

Indicators in the parent

- dirty, unkempt presentation;
- inadequately clothed;
- inadequate social skills and poor socialisation;
- abnormal attachment to the child .e.g. anxious;
- low self- esteem and lack of confidence;
- failure to meet the basic essential needs e.g. adequate food, clothes, warmth, hygiene;
- failure to meet the child's health and medical needs e.g. poor dental health; failure to attend or keep appointments with health visitor, GP or hospital; lack of GP registration; failure to seek or comply with appropriate medical treatment; failure to address parental substance misuse during pregnancy;
- child left with adults who are intoxicated or violent;
- child abandoned or left alone for excessive periods;
- wider parenting difficulties, may (or may not) be associated with this form of abuse.

Indicators in the family/environment

- history of neglect in the family;
- family marginalised or isolated by the community;
- family has history of mental health, alcohol or drug misuse or domestic violence;
- history of unexplained death, illness or multiple surgery in parents and/or siblings of the family;
- family has a past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement;

- dangerous or hazardous home environment including failure to use home safety equipment; risk from animals;
- poor state of home environment e.g. unhygienic facilities, lack of appropriate sleeping arrangements, inadequate ventilation (including passive smoking) and lack of adequate heating;
- lack of opportunities for child to play and learn.

SEXUAL ABUSE

Indicators in the child

Physical presentation:

- urinary infections, bleeding or soreness in the genital or anal areas;
- recurrent pain on passing urine or faeces;
- blood on underclothes;
- sexually transmitted infections;
- vaginal soreness or bleeding;
- pregnancy in a younger girl where the identity of the father is not disclosed and/or there is secrecy or vagueness about the identity of the father;
- physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing.

Emotional / behavioural presentation:

- makes a disclosure;
- demonstrates sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit;
- inexplicable changes in behaviour, such as becoming aggressive or withdrawn;
- self-harm - eating disorders, self-mutilation and suicide attempts;
- poor self-image, self-harm, self-hatred;
- reluctant to undress for PE;
- running away from home;
- poor attention / concentration (world of their own);
- sudden changes in school work habits, become truant;
- withdrawal, isolation or excessive worrying;
- inappropriate sexualised conduct;

- sexually exploited or indiscriminate choice of sexual partners;
- wetting or other regressive behaviours e.g. thumb sucking;
- draws sexually explicit pictures;
- depression.

Indicators in the parents

- comments made by the parent/carer about the child;
- lack of sexual boundaries;
- wider parenting difficulties or vulnerabilities;
- grooming behaviour;
- parent is a sex offender.

Indicators in the family/environment

- marginalised or isolated by the community;
- history of mental health, alcohol or drug misuse or domestic violence;
- history of unexplained death, illness or multiple surgery in parents and/or siblings of the family;
- past history of childhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement;
- family member is a sex offender.

APPENDIX 2

RADICALISATION

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is the vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. It can also call for the death of members of the armed forces, whether in this country or overseas. Terrorism is an action that endangers or causes serious violence to a person/people; causes serious damage to property; or seriously interferes or disrupts an electronic system. The use or threat must be designed to influence the government or to intimidate the public and is made for the purpose of advancing a political, religious or ideological cause.

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, or the internet and settings (such as within the home)). 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 judgment in identifying children who might be at risk of radicalisation and act proportionately, which may include making a Prevent referral. The DSL and the members of SMT will familiar themselves with the Prevent Duty Guidance: for further education institutions in England and Wales. Staff should contact the DSL or the Deputy DSL, who should be aware of the local procedures in place, before making a Prevent Referral.

In the event of a child leaving, the DSL should consider if it would be appropriate to share any information with the new school or college. For example, information that would allow the new school or college to continue supporting victims of abuse or those who are currently receiving support through the 'Channel' programme and have that support in place for when the child arrives at the new school.

Staff should follow the College's normal referral processes, contained within this policy, when there are concerns about children who may be at risk of being drawn into terrorism. This may include a Prevent referral or referral to children's social care depending on the level of risk. However, if staff have concerns that there is an immediate/significant risk of a child being drawn into terrorism they must call 999 or contact MASH directly. Contact details can be found on page 6 of this policy. Advice and support can also be sought from children's social care.

Further support and guidance is available in the *Department for Education non-statutory Prevent duty guidance*, and on the *Channel General Awareness course*.

The College, in recognition that pupils may be at risk of being drawn into terrorism or other forms of extremism, carries out appropriate risk assessments (following consultation with local partners, such as the Police) of the potential risk in the local area. Such risk assessments are discussed with the Principal, DSL and governors responsible for safeguarding to ensure the College's safeguarding arrangements are sufficiently robust to help prevent and protect children from being drawn into terrorism and are regularly revised.

We will discuss any concerns, in relation to possible radicalisation, with a pupil's parents unless we have specific reason to believe that to do so would put the child at risk.

We ensure that pupils are safe from terrorist and extremist material when accessing the internet at school. For further details please refer to the '*Online Safety*' section on page 33 of this policy.

SO CALLED HONOUR BASED ABUSE

So-called honour-based abuse encompasses crimes which have been committed to protect or defend the honour of the family and/or community and can include forced marriage as well as Female Genital Mutilation ("FGM") and 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.

Staff will be alert to possible indicators of honour-based abuse. Guidance on the warning signs of honour-based abuse can be found in the Government's *Forced Marriage guidance document*.

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. There are a range of potential indicators that a child may be at risk of forced marriage, details of which can be found in the Multi-agency guidelines referenced above. Staff can also contact the Forced Marriage Unit if they need advice or information on 02070080151 or email fm@fco.gov.uk.

FEMALE GENITAL MUTILATION (“FGM”)

FGM comprises all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs.

Guidance on the warning signs that FGM may be about to take place or may have already taken place can be found in the [Multi-agency statutory guidance on FGM](#).

Further guidance can also be found on the [West Sussex Safeguarding Children Partnership website](#) and in the [Home Office fact sheet](#).

To give an example of indications that a girl has already been subjected to FGM:

- a pupil may have difficulty walking, sitting or standing and may even look uncomfortable;
- a pupil may have frequent urinary, menstrual or stomach problems or spend longer than normal in the bathroom due to difficulties urinating;
- there may be prolonged or repeated absences from school and/or noticeable behavioural changes (e.g. withdrawal or depression) on the pupil's return;
- a pupil is reluctant to undergo medical examination.

If staff have a concern that a pupil may be at risk of FGM, they should speak to the DSL (or Deputy DSL) who will (where appropriate) activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with Police and Children's Social Care.

There is a statutory duty on teachers to personally 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. Unless the teacher has a good reason not to, they should still consider and discuss any such case with the DSL and involve Children's Social Care as appropriate. If the teacher is unsure whether this reporting duty applies, they should discuss their concerns with the DSL in accordance with this policy. Where a teacher suspects that a pupil is at risk (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) teachers should follow the safeguarding procedures in this policy.

COUNTY LINES

County lines is a term used to describe gangs and organised criminal networks involved in exporting illegal drugs, using dedicated mobile phone lines or other form of 'deal line'.

This activity can happen locally as well as across the UK - no specified distance of travel is required. Children and vulnerable adults are exploited to sell drugs and move and store drugs and money. Offenders will often use coercion, intimidation, violence (including sexual violence) and weapons to ensure compliance of victims. Children can be targeted and recruited into county lines in a number of locations including schools (mainstream and special), further and higher educational institutions, pupil referral units, children's homes, and care homes. Children are increasingly being targeted and recruited online using social media. Children can easily become trapped by this type of exploitation as county lines gangs can manufacture drug debts which need to be worked off or threaten serious violence and kidnap towards victims (and their families) if they attempt to leave the county lines network.

A number of the ways of identifying indicators for CSE and CCE may be applicable to where children are involved in county lines. Some additional specific indicators that may be present where a child is criminally exploited through involvement in county lines are children:

- who go missing and are subsequently found in areas away from their home;
- that have been the victim or perpetrator of serious violence (e.g. knife crime);
- are involved in receiving requests for drugs via a phone line, moving drugs, handing over and collecting money for drugs;
- are exposed to techniques such as 'plugging', where drugs are concealed internally to avoid detection;
- are found in accommodation that they have no connection with, often called a 'trap house or cuckooing' or hotel room where there is drug activity;
- owe a 'debt bond' to their exploiters;
- have their bank accounts used to facilitate drug dealing.

Further information on the signs of a child's involvement in county lines is available in guidance published by the [Home Office](#).

GANGS/VIOLENCE

We have a duty and responsibility to protect our pupils and we pride ourselves on providing a safe environment. Evidence shows that early-stage intervention is an effective strategy for preventing children from becoming involved in violence, crime or antisocial behaviour in life. We therefore

ensure, through structured PSHE days and as part of our curriculum, that we help our pupils understand risk and how to make safe choices. Prevention is key, however staff will be alert to any signs that pupils are already involved in criminal activity/gangs. Further guidance can be found in the [Home Office Preventing youth violence and gang involvement](#) document.

CHILD SEXUAL EXPLOITATION (CSE)

Child sexual exploitation occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child into sexual activity (a) in exchange for something the victim needs or wants (for example, money, gifts or affection) and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. 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.

The victim may have been sexually exploited even if the sexual activity appears consensual. CSE does not always involve physical contact; it can also occur through the use of technology. CSE 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) who has been coerced into engaging in sexual activities. It can include both contact (penetrative and non-penetrative acts) and non-contact sexual activity and 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).

Some children may not realise they are being exploited e.g. they believe they are in a genuine romantic relationship.

CSE can be a one-off occurrence or a series of incidents over time and range from opportunistic to complex organised abuse. It can involve force and/or enticement-based methods of compliance and may, or may not, be accompanied by violence or threats of violence. The below CCE indicators can also be indicators of CSE, as can:

- children who have older boyfriends or girlfriends, and
- children who suffer from sexually transmitted infections, display sexual behaviours beyond expected sexual development or become pregnant.

The DfE has published guidance on this entitled [Child sexual exploitation: guide for practitioners](#). CSE may occur alone, or may overlap with CCE, and/or county lines, as well as other forms of abuse.

CHILD CRIMINAL EXPLOITATION (CCE)

Child criminal exploitation (CCE) is where an individual or group takes advantage of an imbalance of power to coerce, control, manipulate or deceive a child into any criminal activity (a) in exchange for something the victim needs or wants (for example, money, gifts or affection), and/or (b) for the financial or other advantage (such as increased status) of the perpetrator or facilitator and/or (c) through violence or the threat of violence.

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. The victim may have been criminally exploited even if the activity appears consensual. CCE does not always involve physical contact; it can also occur through the use of technology.

CCE can include children being forced to work in cannabis factories, being coerced into moving drugs or money across the country (county lines, see below), forced to shoplift or pickpocket. They can also be forced or manipulated into committing vehicle crime or threatening/committing serious violence to others.

Children can become trapped by this type of exploitation as perpetrators can threaten victims (and their families) with violence or entrap and coerce them into debt. They may be coerced into carrying weapons such as knives or begin to carry a knife for a sense of protection from harm from others. Children can be exploited by adult males or females, as individuals or in groups. They may also be exploited by other children, who themselves may be experiencing exploitation – where this is the case, their vulnerability as victims is not always recognised by adults and professionals (especially when they are older children). It is important in these circumstances that the child perpetrator is also recognised as a victim.

Some of the following can be indicators of CCE:

- children who appear with unexplained gifts, money, or new possessions
- children who associate with other children involved in exploitation
- 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.

The experience of girls who are criminally exploited can be very different to that of boys. The indicators may not be the same, however staff should be aware that girls are at risk of criminal exploitation too. It is also important to note that both boys and girls being criminally exploited may be at higher risk of sexual exploitation.

CCE may occur alone, or may overlap with CSE, and/or county lines, as well as other forms of abuse.

Children who have been exploited will need additional support to help maintain them in education.

CHILDREN MISSING FROM EDUCATION, HOME OR CARE

A child going missing from education, particularly on repeat occasions, is a potential indicator of a range of safeguarding issues including abuse, neglect, sexual abuse and Child Sexual Exploitation. It can also be a sign of Child Criminal Exploitation including involvement in county lines. It may indicate mental health problems, risk of substance abuse, risk of travelling to conflict zones, risk of FGM, so-called 'honor'-based abuse or risk of forced marriage. Unauthorised absences from College will be managed in accordance with the *Start and End of Day, Missing Child and Child not Collected policy* which can be found on the Shoreham College website. A hard copy is also available on request.

We will monitor all pupil absences and promptly address concerns about irregular attendance with the parent/carer. A pupil who fails to attend school regularly or has been absent from school without the College's permission for a continuous period of 10 College days or more will be reported to the local authority. We shall also inform the local authority of any pupil who is going to be added to or deleted from the College's admission register at non-standard transition points in accordance with the requirements of the *Education (Pupil Registration)(England) Regulations 2006 (as amended)*. This will assist the local authority to:

- a) fulfil its duty to identify children of compulsory school age who are missing from education; and
- b) follow up with any child who might be in danger of not receiving an education and who might be at risk of abuse, neglect or radicalisation.

For further information please refer to the *West Sussex local authority guidance*.

This guidance also addresses situations where children go missing from home or care. Whilst the reasons a child might run away from home or from care may be varied, it often provides a clear

behaviour indication that they are either unhappy, or do not feel safe in the place they are living. Please also see the government's *Children Missing Education guidance*.

Where reasonably possible, the College will hold more than one emergency contact number for each pupil to provide the College with additional options to make contact with a responsible adult, particularly when a child missing from education is also identified as a welfare and/or safeguarding concern.

MODERN SLAVERY

Modern slavery encompasses human trafficking and slavery, servitude and forced or compulsory labour. Exploitation can take many forms, including sexual exploitation, forced labour, slavery, servitude, forced criminality and the removal of organs. Further information on the signs that someone may be a victim of modern slavery, the support available to victims and how to refer them to the National Referral Mechanism is available in the statutory guidance *Modern slavery: how to identify and support victims (June 2021)*.

SERIOUS VIOLENCE

Indicators which may signal that children are at risk from, or are involved with serious violent crime include increased absence from school, a change in friendships or relationships with older individuals or groups, a significant decline in performance, signs of self-harm or a significant change in well-being, or signs of 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 and may at risk of criminal exploitation. All staff should be aware of the associated risks and understand the measures in place to manage these. If staff have any concerns about a child (as opposed to a child being in immediate danger) they should report their concerns to the DSL/Deputy DSL by recording the matter on the Engage Portal. The DSL and/or Deputy DSL will then agree a course of action, although staff can make a direct referral to children's social care.

DOMESTIC VIOLENCE/ABUSE

The *Domestic Abuse Act 2021* received Royal Assent on 29 April 2021. The Act introduces the first ever statutory definition of domestic abuse and recognises the impact of domestic abuse on children, as victims in their own right, if they see, hear, or experience the effects of abuse.

The statutory definition of domestic abuse, based on the previous cross-government definition, ensures that different types of relationships are captured, including ex-partners and family members. The definition captures a range of different abusive behaviours, including physical, emotional, and

economic abuse and coercive and controlling behaviour. Both the person who is carrying out the behaviour and the person to whom the behaviour is directed towards must be aged 16 or over and they must be “personally connected” (as defined in section 2 of the 2021 Act).

Types of domestic abuse include intimate partner violence, abuse by family members, teenage relationship abuse and child/adolescent to parent violence and abuse. Anyone can be a victim of domestic abuse, regardless of gender, age, ethnicity, socio-economic status, sexuality or background and domestic abuse can take place inside or outside of the home. The government will issue statutory guidance to provide further information for those working with domestic abuse victims and perpetrators, including the impact on children.

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

Young people can also experience domestic abuse within their own intimate relationships. This form of peer on peer abuse is sometimes referred to as ‘teenage relationship abuse’. Depending on the age of the young people, this may not be recognised in law under the statutory definition of ‘domestic abuse’ (if one or both parties are under 16). However, as with any child under 18, where there are concerns about safety or welfare, child safeguarding procedures should be followed and both young victims and young perpetrators should be offered support. The Act’s provisions, including the new definition, will be commenced over the coming months.

Domestic Abuse may lead to other safeguarding concerns and should therefore be managed under this policy.

HOMELESSNESS

Being homeless, or at risk of homelessness presents a real risk to a child’s welfare. The College should be aware of potential indicators of homelessness including: household debt, rent arrears, domestic abuse and anti-social behaviour, as well as a family being asked to leave a property. If staff are made aware, or suspect that a pupil may be at risk of homelessness they should talk to the DSL in the first instance. Whilst referrals to the Local Housing Authority should be progressed as appropriate, and in accordance with local procedures, this does not and should not replace a referral to the LADO where a child has been harmed or is at risk of harm, in accordance with this policy.

BULLYING (INCLUDING CYBER-BULLYING)

We are committed to providing a caring, friendly and safe environment for all of our pupils so they can learn in a supportive and secure atmosphere. Bullying of any kind is unacceptable in our school. If bullying does occur, all pupils should be able to tell and know that incidents will be dealt with promptly and effectively. Shoreham College is a telling school - anyone who knows that bullying is happening is expected to inform staff. Staff are supported through appropriate training and pupils are aware of the reporting procedures in place to create an environment of zero tolerance towards bullying behaviour. Staff are referred to the *Anti-bullying policy* and the *Behaviour Management and Exclusion policy*, both of which are available on the Shoreham College website. Hard copies are also available on request.

CYBERCRIME

Cybercrime is criminal activity committed using computers and/or the internet. It is broadly categorised as either 'cyber-enabled' (crimes that can happen offline but are enabled at scale and at speed on-line) or 'cyber dependent' (crimes that can be committed only by using a computer). Cyber-dependent crimes include:

- unauthorised access to computers (illegal 'hacking'), for example accessing a school's computer network to look for test paper answers or change grades awarded;
- denial of Service (Dos or DDoS) attacks or 'booting'. These are attempts to make a computer, network, or website unavailable by overwhelming it with internet traffic from multiple sources; and,
- making, supplying, or obtaining malware (malicious software) such as viruses, spyware, ransomware, botnets, and Remote Access Trojans with the intent to commit further offence, including those above.

Children with particular skill and interest in computing and technology may inadvertently or deliberately stray into cyber-dependent crime. If there are concerns about a child in this area, the DSL (or Deputy DSL), should consider referring into the Cyber Choices programme. This is a nationwide police programme supported by the Home Office and led by the National Crime Agency, working with regional and local policing. It aims to intervene where young people are at risk of committing, or being drawn into, low level cyber-dependent offences and divert them to a more positive use of their skills and interests. Cyber Choices does not currently cover 'cyber-enabled' crime such as fraud, purchasing of illegal drugs online and child sexual abuse and exploitation, nor other areas of concern such as online bullying or general online safety.

Additional advice can be found at: Cyber Choices, 'NPCC- When to call the Police' and National Cyber Security Centre - [NCSC.gov.uk](https://www.ncsc.gov.uk).

MENTAL HEALTH

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 appropriately trained professionals should attempt to make a diagnosis of a mental health problem. Staff, however, are well placed to observe children day-to-day and identify those whose behaviour suggests that they may be experiencing a mental health problem or be at risk of developing one.

Where children have suffered abuse and neglect or potentially traumatic adverse childhood experiences this can have a lasting impact throughout childhood, adolescence and into adulthood. It is key that staff are aware of how these children's experiences can impact on their mental health, behaviour and education.

If staff have a mental health concern about a child that is also a safeguarding concern, immediate action should be taken, following this policy and speaking to the DSL or a Deputy DSL.

The DfE has published advice and guidance on Preventing and Tackling Bullying and Mental Health and Behaviour in schools. In addition, Public Health England has produced a range of resources to support secondary and senior school teachers to promote positive health, wellbeing and resilience among young people including its guidance, *Promoting Children and Young People's Emotional Health and Wellbeing*. Its resources include social media, forming positive relationships, smoking and alcohol. Staff, parents and carers should also refer to the College's *Pupil Mental Health Policy*, which is available on the Shoreham College website. A hard copy is also available on request.

SPECIAL EDUCATIONAL NEEDS AND DISABILITY

The College recognises that children with special educational needs and disabilities or certain health conditions can be more vulnerable to peer on peer group isolation or bullying (including prejudice-based bullying) than other children and will consider extra pastoral support for those children. All staff need to be alert to the specific needs of those pupils who have special educational needs and/or disabilities ("SEND"), including young carers. Those with SEND may not outwardly show signs of abuse and/or may have difficulties in communicating. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's condition without further exploration;

- the potential for children with SEND being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

Staff will support such pupils and express any concerns they have using the procedures in this policy and will be particularly vigilant to any signs or indicators of abuse, discussing this with the DSL as appropriate. Further guidance on assisting pupils with SEND can be found in the *SEND Code of Practice 2015*.

LESBIAN, GAY, BI OR TRANS (LGBT)

Schools and education settings have a responsibility to ensure that all children and young people in their care feel safe and supported to reach their full potential. We also have a duty under the Equality Act 2010 to uphold the dignity and respect of all our LGBT pupils.

The College recognises that children who are LGBT (or perceived to be, whether they are or not) can be more vulnerable to peer group isolation or bullying (including prejudice-based bullying) than other children, and will consider extra pastoral support for those children.

When supporting our Trans and non-binary young people, we will follow the Brighton & Hove City Council *Trans Inclusion Schools Toolkit* which is designed for education professionals and has been in place since 2013.

LOOKED AFTER CHILDREN

The governing body ensures that staff have the skills, knowledge and understanding necessary to keep safe any children on roll who are looked after by a local authority.

Mrs Sam Jangles is the designated member of staff who has responsibility for their welfare and progress. The College ensures that the designated member of staff receives appropriate training in order to carry out their role.

UPSKIRTING

Upskirting is a criminal offence and typically involves taking a picture under a person's clothing (not necessarily a skirt) without their permission and/or knowledge, with the intention of viewing their genitals or buttocks (with or without underwear) to obtain sexual gratification, or cause the victim humiliation, distress or alarm. Anyone of any gender can be a victim.

DRUGS/ALCOHOL

The misuse of drugs or alcohol in itself is a welfare concern for our pupils, but it can also be an indicator of a child being subjected to abuse or neglect and can also lead to risk-taking behaviour. We educate our pupils on the risks of alcohol and drug use through our PSHE programme and address the physical, social and moral consequences. Further guidance can be found on the [West Sussex Safeguarding Children Partnership website](#).

CHILDREN WITH FAMILY MEMBERS IN PRISON

Approximately 200,000 children in England and Wales 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.

CHILDREN AND THE COURT SYSTEM

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 [5-11 year olds](#) and [12-17 year olds](#) available on the gov.uk website.

The guides 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.

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 resolutions service. The College may refer some parents and carers to this service where appropriate.

CHILD ABDUCTION AND COMMUNITY SAFETY INCIDENTS

Child abduction is the unauthorised removal or retention of a minor from a parent or anyone with legal responsibility for the child. Child abduction can be committed by parents or other family members; by people known but not related to the victim (such as neighbours, friends, and acquaintances); and by strangers.

Other community safety incidents in the vicinity of a school can raise concerns amongst children and parents, for example, people loitering nearby or unknown adults engaging children in conversation. As children get older and are granted more independence (for example, as they start walking to

school on their own) it is important they are given practical advice on how to keep themselves safe. Many schools provide outdoor-safety lessons run by teachers or by local police staff.

It is important that lessons focus on building children's confidence and abilities rather than simply warning them about all strangers.

Further information is available at: www.actionagainstabduction.org and www.clevernevergoes.org.

CHILD-ON-CHILD SEXUAL VIOLENCE AND/OR HARRASSMENT

Sexual violence and sexual harassment can occur between two children of any age and sex, from primary through to secondary stage and into colleges. It can occur through a group of children sexually assaulting or sexually harassing a single child or group of children. It is more likely that girls will be the victims of sexual violence and harassment, and it is more likely that it will be perpetrated by boys. It can however occur between children of any sex. All peer-on-peer abuse is unacceptable and will be taken seriously. Sexual violence and sexual harassment exist on a continuum and may overlap; they can occur online and face to face (both physically and verbally) and are never acceptable. Children who are victims of sexual violence and/or sexual harassment wherever it happens, will likely find the experience stressful and distressing. This will, in all likelihood, adversely affect their educational attainment and will be exacerbated if the alleged perpetrator(s) attends the same school or college. Further information can be found in the [SVSH advice](#).