



Bricklehurst Manor School

Safeguarding and Child Protection Policy

This policy is made available to parents and is readily accessible upon request from the school office.

The content of this policy applies to all members of Bricklehurst Manor School, including the Early Years.

Adoption and Review

This version of the policy was reviewed, edited and adopted in September 2018 by Mrs Christine Flowers in accordance with the schools review procedure. Previous versions of the policy are as follows:

- Initially adopted in September 2014
- Reviewed against *Keeping Children Safe in Education: Statutory Guidance for School and Colleges* (April 2015), produced by the Department for Education and therefore re-drafted and adopted in June 2015.
- Re-drafted in September 2015 to include reference to the Prevent Duty where it was reviewed and amended by Mrs Kate Elliott (DSL) and Mrs Flowers (Proprietor), and presented to all staff for feedback before publication.
- Policy reviewed, edited and adopted in September 2016 following review against *Keeping Children Safe in Education: Statutory Guidance for School and Colleges* (September 2016), produced by the Department for Education.

All staff have access to this policy and sign to the effect that they have read and understood its contents. **All parents** have access to this policy which is available in print from the school office or electronically via the school website, within the parent area.

This policy will be reviewed as it is deemed appropriate, but no less frequently than every year. The policy review will be undertaken by the Principal, Mrs Christine Flowers, or a nominated representative.

IMPORTANT INFORMATION:

Key Safeguarding people based in School

Name	Position in School	Safeguarding Role	Level of Training	Date of Training	Refresher Due Date
Mrs Christine Flowers	Proprietor / Principal	Previous DSL	Level 3	07/03/18	07/03/20
		Prevent Duty Awareness Trained		24/09/15	Not yet advised
Miss Alison Oliver	Kindergarten Teacher	Early Years Safeguarding Teacher Deputy DSL	Level 3	29/09/16	29/09/18

Key Safeguarding contacts out of school:

Name / Agency	Telephone Number / e-mail
Local Authority Designated Officer (LADO – Amanda Glover) – based at East Sussex Children’s Safeguarding Unit	01323-466-606 07825-782-793 Amanda.glover@eastsussex.gov.uk lado@eastsussex.gov.uk
Single Point of Access (SPOA)	01273-464-222 Out of hours: 01273-335-905/01273-335-906 0-19.SPOA@eastsussex.gov.uk
East Sussex Duty and Assessment Team (DAT) – Eastbourne / Lewes / Wealden	01323-747-373 Primary Contact Duty.0-19datwest@eastsussex.gov.uk
East Sussex Duty and Assessment Team (DAT) – Hastings / Rother	01424-724-144 Secondary Contact (advised by County to hold both in case the child lives in in this area, or if no response from primary number) DatEast@eastsussex.gov.uk .
East Sussex Duty and Assessment Teams (DAT) – Emergency Out of Hours	01273-335-905 01273-335-906
Disability Duty Team	01323-466-050
Social Services	0845-601-0664
Social Services - Emergency Out of Hours	07699-391-462
NSPCC Whistleblowing	0800-028-0285 help@nspcc.org.uk

Guidance used to support, and to be read in conjunction with, this policy:

- *Keeping Children Safe in Education: Statutory Guidance for School and Colleges* (September 2016)
- *Working Together to Safeguard Children* (2015)
- *What to do if you are worried a child is being abused – Advice for practitioners* (2015)
- *Safeguarding Children: A manual for early years practitioners working with children aged 0 to 5 years* (ESLSCB 2014)
- *Safeguarding Disabled Children – Practice Guidance*, DOH (2009)
- *Framework for the Assessment of Children in Need and their Families*, 2000
- *Sussex Child Protection and Safeguarding Procedures* (produced by West Sussex, East Sussex and Brighton & Hove Local Safeguarding Children Boards)
- Department for Education *Use of Reasonable Force: When Can Reasonable Force be Used?*, 2012

School Policies to be read in conjunction with this policy, which are available at induction and afterwards upon request from the school office:

- E-safety Policy
- Social Media Policy
- Behaviour Policy
- Guidance for the Use of Physical Intervention
- Health and Safety Policy
- Anti-bullying Policy
- Anti-racism Policy
- Policy on Taking and Storing Images of Children
- Intimate Care Guidance
- Procedures for Assessing Risk

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1. Introduction

1.1 This policy has been developed in accordance with the principles established by the Children Act 1989 and the Education Act 2002 and in line with government publications:

- *Keeping Children Safe in Education: Statutory Guidance for School and Colleges* (September 2016) [with reference to *Disqualification under the Childcare Act 2006* (February 2015) and *What to do if you're worried a child is being abused* (March 2015)]
- *Working Together to Safeguard Children* (March 2015) [with reference to *Information Sharing* (March 2015)]
- *Prevent Duty Guidance: for England and Wales* (March 2015) [with reference to *The Prevent Duty - Departmental advice for schools and childcare providers* (June 2015) and *The use of Social Media for on-line radicalization* (July 2015)]
- *Safeguarding Children: A manual for early years practitioners working with children aged 0 to 5 years* (ESLSCB 2014)
- *Safeguarding Disabled Children – Practice Guidance*, DOH (2009)
- *Framework for the Assessment of Children in Need and their Families*, 2000
- *Sussex Child Protection and Safeguarding Procedures* (produced by West Sussex, East Sussex and Brighton & Hove Local Safeguarding Children Boards)
- Department for Education *Use of Reasonable Force: When Can Reasonable Force be Used?*, 2012

1.2 The Proprietor takes seriously her responsibility under section 157 of the Education Act 2002 which places a duty on independent schools to exercise their functions with a view to safeguarding and promoting the welfare of children who are pupils at a school.

1.3 The Proprietor will ensure that our school will safeguard and promote the welfare of pupils and work together with other agencies to ensure adequate arrangements within our school to identify, assess and support those children who are suffering harm, at risk of harm and/or in need.

1.4 All relevant policies will be reviewed on an annual basis by the Proprietor who has responsibility for oversight of school safeguarding and child protection systems.

1.5 Our school is a community and all those directly connected (staff, parents, families and pupils) have an essential role to play in making it safe and secure. We welcome suggestions and comments contributing to this process.

1.6 We recognise that all adults, including temporary staff and parent volunteers, have a full and active part to play in protecting our pupils from harm, and that the child's welfare is our paramount concern.

1.7 All staff members believe that our school should provide a caring, positive, safe and stimulating environment that promotes the social, physical and moral development of the individual child.

2. Ethos

Bricklehurst Manor School recognises the importance of providing an ethos and environment within school that will help children to feel safe, secure and respected; encourage them to talk openly; and enable them to feel confident that they will be listened to.

We recognise that children who are abused or witness violence are likely to have low self-esteem and may find it difficult to develop a sense of self-worth. They may feel helpless, humiliated and have some sense of blame. Our school may be the only stable, secure and predictable element in their lives.

Bricklehurst Manor School will endeavour to support the welfare and safety of all pupils through:

- Maintaining children's welfare as our paramount concern.
- Ensuring the content of the curriculum includes social and emotional aspects of learning.
- Ensuring that child protection is included in the curriculum to help children stay safe, recognise when they don't feel safe and identify who they might/can talk to.
- Providing suitable support and guidance so that pupils have a range of appropriate adults to approach if they are in difficulties.
- Raising the awareness of all staff of the need to safeguard children and of their responsibilities in identifying and reporting possible cases of abuse by ensuring all staff are able to recognise the signs and symptoms of abuse and are aware of the school's procedures and lines of communication.
- Supporting the child's development in ways that will foster security, confidence and independence.
- Providing an environment in which children and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they are in difficulties believing they will be effectively listened to.
- Ensuring all steps are taken to maintain site security and pupils' physical safety.
- Working with parents to build an understanding of the school's responsibility to ensure the welfare of all children, including the need for referral to other agencies in some situations.
- Developing a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- Monitoring children and young people who have been identified as having welfare or protection concerns; keeping confidential records which are stored securely and shared appropriately with other professionals.
- Developing and promoting effective working relationships with other agencies, especially the Police and Children's Social Care.
- Ensuring that all adults within our school who have substantial access to children have been checked as to their suitability.

3. Procedures

- 3.1 Safeguarding children is a very complex area and if in any doubt seek advice from the DSL or LADO. As advised in *Keeping Children Safe in Education* (September 2016), Safeguarding is everyone's responsibility, and all staff and volunteers must be working in the best interests of the child. Whilst we must begin from an element of trust, we must also maintain an attitude that it could happen here.
- 3.2 Our school procedures for safeguarding children are in line with East Sussex Local Safeguarding Children Board (LSCB) procedures. In respect of this we ensure that:
- We have a nominated designated member of staff.
 - Our Designated Safeguarding Lead has undertaken the initial designated member of staff training and subsequent refresher courses every two years.
 - We have a member of staff who will act in the Designated Safeguarding Lead's absence, as recommended by the East Sussex LSCB.
 - All members of staff are provided with 'whole-school' child protection training every three years, and new members of staff are provided with interim online child protection training.
 - All members of staff and volunteers know:
 - The signs and symptoms of concerns
 - How to respond to a pupil who discloses abuse
 - What to do if they are concerned about a child
 - All parents/carers are made aware of the responsibilities of staff members with regard to child protection procedures through publication of the school's **Safeguarding and Child Protection Policy**, and reference to it in our introductory school materials.
 - The proprietor will seek to ensure the suitability of adults working with children on school sites at any time.
 - Community users organising activities for children are aware of the school's child protection guidelines and procedures.
 - We will ensure that our selection and recruitment of staff meet the requirements as set down in safer recruitment guidance.
 - We will ensure that at least one member of each interview panel has completed the safer recruitment course.
- 3.3 Our procedures will be regularly reviewed and updated.
- 3.4 The name of the Designated Safeguarding Lead will be clearly advertised in the school, with a statement explaining the school's role in referring and monitoring cases of suspected abuse. Please note that some child-friendly adverts may refer to Designated Child Protection Officer (DCPO) as was the term used at the time of creation.
- 3.5 All new members of staff will be given a copy of our **Safeguarding and Child Protection Policy**, as well as Part 1 and Annex A of the *Keeping Children Safe in Education* (September 2016) guidance, the Staff Code of Conduct, including whistle-blowing and acceptable use of IT and will sign confirmation that they have read and understood these. All staff will also undertake a multiple-choice assessment to ensure they have understood and retained the contents (see Appendix J).

4. Responsibilities

4.1 All Staff are responsible for:

- Being familiar with Part 1 of *Keeping Children Safe in Education* (September 2016).
- Safeguarding children and following this policy as written. This includes volunteers.
- Making a referral to children's social care should they have a concern, as **anyone** can make a referral.

4.2 Class Teachers are responsible for:

- Teaching children about Safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through Personal, Social Health and Economic Education (PSHE) and/or through sex and relationship education.
- In line with advice in *Keeping Children Safe in Education* (September 2016), teachers are aware of the vulnerability of groups of children, specifically those with SEND.

4.3 The Designated Safeguarding Lead (DSL) is responsible for:

In school

- Acting as a source of support, advice and expertise to staff on matters of safety and safeguarding and when deciding whether to make a referral by liaising with relevant agencies.
- Keeping written records of concerns about a child even if there is no initial need to make an immediate referral. The school has adopted for use the East Sussex LSCB guidance *Keeping Records of Child Protection and Welfare Concerns: Guidance for Early Years Settings, Schools and Colleges*.
- Ensuring that all such records are kept confidentially and securely and are separate from pupil records.
- Ensuring that an indication of further record-keeping is marked on the pupil records.
- Ensuring that information is shared with future educational establishments and advising them to keep this information confidential in order to protect the child.

Managing referrals

- Referring all cases of suspected abuse to the local authority children's social care and:
 - The designated officer(s) for child protection concerns (all cases which concern a staff member),
 - Disclosure and Barring Service (cases where a person is dismissed or left due to risk/harm to a child); and/or
 - Police (cases where a crime may have been committed).

- Liaising with other agencies and professionals, including contributing to inter-agency working in accordance with the East Sussex LSCB. This is with reference to participation in MASH, TAC, CAF or references to any other inter-agency working in line with *Working Together to Safeguard Children 2015*.
- Ensuring that they attend child protection conferences, core groups, or other multi-agency planning meetings.
- Liaising with the Head Teacher to inform her of issues especially ongoing enquiries under section 47 of the Children Act 1989 and police investigations.
- Recognising the different reporting lines for children at risk or children in need:
 - At risk - If a child is in immediate danger or is at risk of harm, a referral should be made to children's social care and/or the police immediately. Anyone can make a referral. Where referrals are not made by the designated safeguarding lead, the designated safeguarding lead should be informed as soon as possible that a referral has been made. Reporting child abuse to your local council directs staff to their local children's social care contact number.
 - In need - If staff members have any concerns about a child they will need to decide what action to take. Where possible, there should be a conversation with the designated safeguarding lead to agree a course of action, although any staff member can make a referral to children's social care. Other options could include referral to specialist services or early help services and should be made in accordance with the referral threshold set by the Local Safeguarding Children Board.

Training

- Organising child protection training for all school staff.
- Undertaking updated child protection training every two years in order to:
 - Understand the assessment process for providing early help and intervention, for example through locally agreed common and shared assessment processes such as early help assessments.
 - Have a working knowledge of how local authorities conduct a child protection case conference and a child protection review conference and be able to attend and contribute to these effectively when required to do so.
 - Ensure each member of staff has access to and understands the school's or college's child protection policy and procedures, especially new and part time staff.

4.4 The Proprietor is responsible for:

- Complying with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training in their schools or colleges are effective and comply with the law at all times.
- Ensuring that the school contributes to inter-agency working in line with statutory guidance *Working Together to Safeguard Children 2015*. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. All schools should allow access for children's social care from the host local authority and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.

- Ensuring that their safeguarding arrangements take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board (LSCB). Section 10 of the Children Act 2004 requires a local authority to make arrangements to promote co-operation between itself and its relevant partners and other organisations who are engaged in activities relating to children. Under section 14B of the Children Act 2004 the LSCB can require a school to supply information in order to perform its functions and this must be complied with.
- Ensuring there is an effective child protection policy in place together with a staff behaviour policy (sometimes called the code of conduct) which should amongst other things include- staff/pupil relationships and communications including the use of social media. Both should be provided to all staff – including temporary staff and volunteers – on induction. The child protection policy should describe procedures which are in accordance with government guidance and refer to locally agreed inter-agency procedures put in place by the LSCB, be updated annually, and be available publicly either via the school or college website or by other means.
- Ensuring that the policies and procedures adopted by governing bodies and proprietors, particularly concerning referrals of cases of suspected abuse and neglect, are followed by all staff.
- Ensuring that the Designated Safeguarding Lead (and the person who deputises in their absence) is adequately trained every 2 years as advised by East Sussex LSCB.
- Ensuring that the Designated Safeguarding Lead has appropriate release time to address issues concerning their role.
- Ensuring that whole school training is delivered at least every 3 years, as advised by the East Sussex LSCB. This will include regular updates in line with LSCB advice to include Prevent and online safety, plus informal updates. (At present training takes place every 2 years).

5. Supporting Children

- 5.1 We recognise that a child who is abused or witnesses violence may feel helpless and humiliated, may blame themselves, and find it difficult to develop and maintain a sense of self-worth.
- 5.2 We recognise that the school may provide the only stability in the lives of children who have been abused or who are at risk of harm.
- 5.3 We accept that research shows that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 5.4 Our school will support all pupils by:
- Encouraging development of self-esteem and self-assertiveness, through the curriculum as well as our relationships through the school's overarching values and ethos, whilst not condoning aggression or bullying.
 - Promoting a caring, safe and positive environment within the school.
 - Liaising and working together with all other support services and those agencies involved in the safeguarding of children.

- Notifying the Children's Services Social Work Duty and Assessment Team as soon as there is significant concern, which meets the legal threshold.
- Providing continuing support to a student about whom there have been concerns who leaves the school by ensuring that appropriate information is forwarded under confidential cover to the pupil's new school and ensuring the school medical records are forwarded as a matter of priority.

6. When to be Concerned

6.1 All staff and volunteers should be aware that the main categories of abuse are:

- Physical abuse
- Emotional abuse
- Sexual abuse
- Neglect

All staff and volunteers should be concerned about a child if he/she presents with indicators of possible significant harm – see Appendix A for details.

6.2 Additionally staff should be aware of specific safeguarding issues:

- child sexual exploitation (CSE)
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM) – please also refer to section 25.
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- preventing radicalisation – please also refer to section 25.
- sexting
- so-called honour-based violence (HBV)
- teenage relationship abuse
- trafficking

as identified on page 11 of *Keeping Children Safe in Education* (September 2016). Expert and professional organisations are best placed to provide up-to-date guidance and practical support on specific safeguarding issues. For example information for schools and colleges can be found on the [TES website](#) and NSPCC website.

7. Inter-Agency Working

- 7.1 Bricklehurst Manor School supports inter-agency working and is willing to work alongside other agencies in line with statutory guidance Working Together to Safeguard Children 2015. This includes providing a co-ordinated offer of early help when additional needs of children are identified and contributing to inter-agency plans to provide additional support to children subject to child protection plans. We allow access for children's social care from East Sussex and, where appropriate, from a placing local authority, for that authority to conduct, or to consider whether to conduct, a section 17 or a section 47 assessment.
- 7.2 We also take into account the procedures and practice of the local authority as part of the inter-agency safeguarding procedures set up by the Local Safeguarding Children Board (LSCB). Section 10 of the Children Act 2004 requires a local authority to make arrangements to promote co-operation between itself and its relevant partners and other organisations who are engaged in activities relating to children. Under section 14B of the Children Act 2004 the LSCB can require a school to supply information in order to perform its functions; and this will be complied with.

8. Dealing with a Child in Need

- 8.1 To support all children, all staff have been trained to support not just children at risk of harm, but also a child in need. Action identified in this policy should also be taken to promote the welfare of a child in need of additional support, even if they are not suffering harm or are at immediate risk.

9. Dealing with a disclosure

- 9.1 If a child discloses that he or she has been abused in some way, the member of staff or volunteer should:
- Listen to what is being said without displaying shock or disbelief.
 - Accept what is being said.
 - Allow the child to talk freely.
 - Reassure the child, but not make promises which it might not be possible to keep.
 - Not promise confidentiality – it might be necessary to refer to Children's Services safeguarding and specialist services.
 - Reassure him or her that what has happened is not his or her fault.
 - Stress that it was the right thing to tell.
 - Listen, only asking questions when necessary to clarify, and avoiding asking leading questions
 - Not criticise the alleged perpetrator.
 - Explain what has to be done next and who has to be told.
 - Make a written record (see Record Keeping below).
 - Pass the information to the Designated Safeguarding Lead straight away.

10. Record Keeping

- 10.1 The School has fully adopted and implemented *Keeping Records of Child Protection and Welfare Concerns: Guidance for Early Years Settings, Schools and Colleges*.

11. Making a Referral

11.1 The Single Point of Access (SPOA) is the first point of contact for East Sussex Children's Services and is available for both professionals and public who have concerns about the welfare of a child.

11.2 When contacting SPOA or the LADO, it is useful to have the following pieces of information:

- What has been said
- When was this and how often has it happened
- Who else knows
- Have the police been involved
- What is the setting's relationship with the child and family like?
- What else do you know about the child and the family?
- Check against other vulnerability factors, use the Safeguarding Continuum of Need as a prompt.
- How is the child presenting today?
- What other professionals are known to be working with the family?

11.3 Share advice on the next steps with relevant parties in a timely fashion.

12. Confidentiality and information sharing

12.1 We recognise that all matters relating to child protection are confidential.

12.2 The DSL will disclose any information about a pupil to other members of staff on a need-to-know basis only.

12.3 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. It is assumed that information shared with another agency will remain confidential.

12.4 All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing.

12.5 We will always undertake to share our intention to refer a child to Children's Services Social Work Duty and Assessment Team with their parents or carers unless to do so could put the child at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Duty Manager of the Duty and Assessment Team on this point.

13. Safer recruitment

- 13.1 The Proprietor is committed to ensuring that all steps are taken to recruit staff and volunteers who are safe to work with our pupils and have their welfare and protection as the highest priority.
- 13.2 The School Leadership Team are responsible for ensuring that the school follows safe recruitment processes as outlined in Part 3 of *Keeping Children Safe in Education (September 2016)*, including accurate maintenance of the Single Central Record and an application, vetting and recruitment process which places safeguarding at its centre, regardless of employee or voluntary role. This is all referred to in the School's **Safer Recruitment Policy**.
- 13.3 The Proprietor will ensure that all senior staff responsible for recruitment complete accredited safer recruitment training in line with government requirements.

14. Supporting Staff

- 14.1 We recognise that staff working in the school who have become involved with a child who has suffered harm, or appears to be likely to suffer harm, may find the situation upsetting.
- 14.2 We will support such staff by providing an opportunity to talk through their anxieties with the DSL and to seek further support as appropriate.

15. Allegations against staff and volunteers

- 15.1 All school staff and volunteers should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults; however, we recognise that this is not always possible.
- 15.2 An allegation is any information which indicates that a member of staff or volunteer may have:
 - Had contact with children and young people through social media and private email accounts
 - Used bullying, threats and intimidation
 - Made comments of a personal, derogatory or racially abusive nature which could cause emotional harm.
 - Had physical contact of a non-sexual nature, but which breaches a code of conduct
 - Provided rewards and incentives which are not sanctioned within a code of conduct and could single out particular children or young people to the detriment of others.

This applies to any child the member of staff or volunteer has contact with in their personal, professional or community life.

- 15.3 To reduce the risk of allegations, all staff should be aware of safer working practice and should be familiar with the guidance contained in the staff handbook, school code of conduct or Government document *Guidance for Safer Working Practice for Adults who work with Children and Young People*.

- 15.4 All Staff should be aware of East Sussex guidance on behaviour issues and the school's own **Behaviour, Rewards, Discipline and Exclusions Policy**, systems and procedures.
- 15.5 We understand that a pupil may make an allegation against a member of staff. If such an allegation is made, the member of staff receiving the allegation will immediately inform the DSL.
- 15.6 We understand that a parent may make an allegation against a member of staff following information gathered from their child. If such an allegation is made, the member of staff receiving the allegation will encourage the parent to speak directly to the DSL or will immediately inform the DSL. This is so that the DSL can discuss the event with the parent, as it has not been reported by the child to a 3rd party, to ascertain if they wish to pursue this as a Safeguarding issue, a complaint or if it has been raised to be resolved informally.
- 15.7 On such occasions mentioned in 15.5 or if a parent wishes to pursue a Safeguarding issue, the DSL will then discuss the content of the allegation with the Local Authority Designated Officer (LADO) immediately or within 1 working day at the latest, or in very serious urgent matters the Police and/or Children's Services Social Work Duty and Assessment Team.
- 15.8 If the allegation made to a member of staff concerns the Head Teacher, the person receiving the allegation will immediately inform the Proprietor, or the Early Years Safeguarding teacher in her absence. In exceptional circumstances where neither party is available, the member of staff should contact the LADO directly.
- 15.9 The DSL should begin to compile information, including detailed information of the events, as well as to ascertain if there were any witnesses to the event. A timeline of events would also be useful.
- 15.9 Suspension of the member of staff against whom an allegation has been made needs careful consideration, and the Head Teacher will seek the advice of the LADO.
- 15.10 Should a member of staff be dismissed permanently as a result of this action, a report will be sent promptly to the Disclosure and Barring Service, if the school dispenses with a person's services because of unsuitability to work with children, or would have done so had the person not resigned.
- 15.11 Consideration will also be given to making a referral to the National College for Teaching and Leadership (NCTL) as a prohibition order may be appropriate because of unacceptable professional conduct, conduct that may bring the profession into disrepute or a conviction at any time for a relevant offence.
- 15.12 In line with statutory requirements a report is made to Ofsted within 14 days if there is an allegation of serious harm or abuse by any person living, working or looking after children at the premises or elsewhere, or any other abuse on the premises.

15.13 For further clarification, reference must be made to Part 4 of *Keeping Children Safe in Education* (September 2016).

15.14 See Appendix H and Appendix I for advice from East Sussex on the process.

16. Whistle blowing (confidential reporting)

16.1 We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so.

16.2 All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, which may include the attitude or actions of colleagues. If necessary, they should speak with the Head Teacher, or directly with the LADO. Further guidance about this issue is available in Appendix C, Whistle blowing code for issues relating to children and young people.

17. E-safety, Social Media and Mobile Phones

17.1 It is recognised that the use of new technologies presents particular challenges and risks to children both inside and outside of school. Bricklehurst Manor School will ensure a comprehensive curriculum response to enable all pupils/students to learn about and manage the associated risks effectively and will support parents and the school community (including all members of staff) to become aware and alert to the needs of keeping children safe online.

17.2 Detailed information can be found in the school's **E-safety Policy**, a copy of which can be obtained from the school office.

17.3 In accordance with the EYFS Statutory Framework, the **Policy on Taking and Storing Images of Children** should be read alongside this policy, where it outlines that:

- Consent for taking photographs of children is obtained from every parent.
- Photographs that are displayed externally are always anonymous, with no linked information that may uncover the identity of the child.
- Staff are made aware at induction that they should not use their mobile phones or similar devices for taking photographs of children.
- A school camera is available for photographs, however should a member of staff use their own device due to some extenuating reason then permission must be sought from the Head teacher and downloaded and deleted within 1 school day.
- Parents are asked only to photograph their own children and are encouraged not to post these on social media.

Staff must read this policy in its entirety upon induction.

17.4 Our school further promotes the safety of children by having adopted a **Social Media Policy** which ensures that staff members keep their personal and professional lives separate when using any form of Social media.

17.5 All staff are reminded that they are not to use mobile phones anywhere in the school other than the staffroom. Exceptions to this are:

- For staff escorting children on a visit off-site
- For staff using an area of the school that is not easily accessible (swimming pool, field, netball court, astroturf).

On these occasions mobile telephones may only be used to seek assistance from the school office. If a telephone is needed for another purpose it must be authorised by the Head Teacher.

Staff are aware that texting and calling anywhere other than the staffroom is not permitted. Such action would require the Head Teacher to take disciplinary action.

18. Physical Intervention

- 18.1 Our guidelines on the use of physical intervention by staff is set out separately in the **Guidance for the Use of Physical Intervention** document, which acknowledges that the decision whether or not to intervene is down to the professional judgement of the staff member concerned and should always depend on individual circumstances.
- 18.2 Staff use physical intervention as a last resort, but staff are empowered to use reasonable force to prevent pupils from hurting themselves or others, from damaging property, or from causing disorder.
- 18.3 In a school, force is used for two main purposes - to control pupils or to restrain them.
- 18.4 Such events should be recorded and signed by a witness.
- 18.5 Staff members who are likely to need to use physical intervention will be appropriately trained in accordance with the **Guidance for the Use of Physical Intervention** document.
- 18.6 We understand that physical intervention of a nature which causes injury or distress to a child may be considered under child protection or disciplinary procedures.

19. Bullying

- 19.1 Where there is reasonable cause to suspect that a child is suffering, or likely to suffer, significant harm, at the hands of another pupil, such abuse will be considered in the context of our **Anti-Bullying Policy**.
- 19.2 Our **Anti-Bullying Policy** acknowledges that bullying may lead to consideration under child protection procedures, including referral to local agencies. The school delivers a zero-tolerance approach to all forms of bullying including verbal, physical and cyber-bullying. This includes homophobic and gender-related bullying.
- 19.3 Should a child be deemed to be at risk of harm then a referral of pupil-on-pupil abuse would be made to the relevant external safeguarding agency.

20. Racist Incidents

- 20.1 Our policy on racist incidents is set out in our **Anti-Racism Policy**, and acknowledges that repeated racist incidents or a single serious incident may lead to consideration under child protection procedures.

21. Prevention

- 21.1 We recognise that the school plays a significant part in the prevention of harm to our pupils by providing pupils with good lines of communication with trusted adults, supportive friends and an ethos of protection.
- 21.2 The school community will therefore:
- Establish and maintain an ethos where children feel secure and are encouraged to talk and are always listened to.
 - Ensure that all children know there is an adult in the school whom they can approach if they are worried or in difficulty.
 - Include across the curriculum, including and particularly within PSHE education, opportunities that equip children with the skills they need to stay safe from harm and to know to whom they should turn for help.

22. Health and Safety

- 22.1 Our **Health and Safety Policy**, set out in a separate document, reflects the consideration we give to the protection of our children both physically within the school environment, and when away from the school when undertaking school trips and visits.

23. The use of school premises by other organisations

- 23.1 Where services or activities are provided separately by another body using the school premises, the Head Teacher will seek assurance that the organisation concerned has appropriate policies and procedures in place with regard to safeguarding children and child protection and that relevant safeguarding checks have been made in respect of staff and volunteers. If assurance is not achieved, an application to use premises may be refused.

24. Off-site Safeguarding

- 24.1 When children are off-site, all possible measures are to be taken to ensure the safety and welfare of the children. The school seeks for risk assessments and will question if those who the children interact with at the site have undertaken appropriate DBS checks. Although we cannot enforce this it is good practice to request. On no occasion will children consciously be left with people, even if they work at the venue, without the presence of an adult from the school.

25. Security

- 25.1 All staff members have a responsibility for maintaining awareness of buildings and grounds security and for reporting concerns that may come to light. We operate within a whole-school community ethos and welcome comments from pupils, parents and others about areas that may need improvement, as well as what we are doing well.
- 25.2 Appropriate checks will be undertaken for visitors and volunteers coming into school. Visitors will be expected to sign in and out via the School Office visitors' log. Any individual who is not known or identifiable should be challenged for clarification and reassurance.
- 25.3 The school will not accept the behaviour of any individual (parent or other) that threatens school security or leads others (child or adult) to feel unsafe. Such behaviour will be treated as a serious concern and may result in a decision to refuse access for that individual to the school site.

26. Other Safeguarding and Welfare Responsibilities

- 26.1 **Terrorism, Extremism and Radicalisation** - Normal referral processes are followed when there are concerns about children who may be at risk of being drawn into terrorism. Staff are informed annually at the beginning of year meeting of preventative measures as advised in the *Prevent* Duty. One such measure is to thoroughly vet any visiting speakers, although all visitors are always accompanied by a member of staff when on the school premises.
- 26.2 Should any member of staff or volunteer have a concern they are advised to seek help from those formally trained, as listed at the top of this policy.
- 26.3 For further help any member of staff may contact the local police station (call 101) or to contact the DfE dedicated telephone helpline on 020 7340 7264 or e-mail counter-extremism@education.gsi.gov.uk
- 26.4 Whilst the guidance places the responsibility of making decisions about referrals with the school's designated safeguarding lead, **anyone can make a referral**, if necessary.
- 26.5 The guidance notes the importance of children receiving the right help at the right time to address risks and prevent issues escalating, the importance of acting on and referring the early signs of abuse and neglect, radicalisation, keeping clear records, listening to views of the child, reassessing concerns when situations do not improve, sharing information quickly and challenging inaction.
- 26.6 In accordance with The Prevent Duty, please refer to our Safer Recruitment Policy to ensure that all members of staff are suitable chosen.
- 26.7 **Female Genital Mutilation** - In the case of FGM it is mandatory for teachers to report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has good reason not to, they should still consider and discuss such a case with the school's DSL and involve children's social care as appropriate.



Bricklehurst Manor School

Appendix A

Definitions of abuse and Indicators of harm

1. PHYSICAL ABUSE

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

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 leg
- Petechae 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 when the fracture has caused symptoms such as swelling, pain or loss of movement

Rib fractures are only caused in major trauma such as in 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 may indicate previous burns/scalds which did not have appropriate treatment or adequate explanation. 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 also 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, 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, false allegations of physical or sexual assault or a culture of physical chastisement

2. EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a child such as to cause severe and persistent adverse effects on the child's emotional development. It may involve conveying to children 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 the 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 cyber-bullying), 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, though it may occur alone.

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

Imposes 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.

3. NEGLECT

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

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

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

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

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. eczema or persistent head lice, scabies, diarrhoea

Unmanaged/untreated health or 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

4. SEXUAL ABUSE

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

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.

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, e.g. 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 or concentration (in a world of their own)

Sudden changes in school work habits, become a 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



Bricklehurst Manor School
Appendix B

Safer Care Code of Conduct for School Staff

Introduction

All staff of Bricklehurst Manor School will foster a culture of the highest professional standards. This Code of Conduct sets out the standards expected and the duty of staff to abide by it. All staff have a duty to keep pupils and themselves safe and to protect them from physical and emotional harm. This duty is, in part, exercised through the development of respectful, caring and professional relationships between adults and pupils, and behaviour by adults that demonstrate integrity, maturity and good judgment.

Following this Code of Conduct will help to safeguard staff from being maliciously, falsely or mistakenly suspected or accused of professional misconduct in relation to pupils. Staff must feel able to raise issues of concern and everyone must fully recognise the duty to do so particularly in terms of child protection. A member of staff who, in good faith, “whistle blows” or makes a public interest disclosure will have the protection of the relevant legislation.

This Code of Conduct cannot provide a complete checklist of what is, or is not, appropriate behaviour for staff. However, it does highlight behaviour that is illegal, inappropriate or inadvisable in relation to pupils. There will be occasions and circumstances in which staff have to make decisions or take action in the best interests of the pupil where no specific guidance has been given. Adults are expected to make responsible and informed judgements about their own behaviour in order to secure the best interests and welfare of the pupils in their charge.

The consequences of breaking any aspect of the code of conduct can be serious. Such action may be regarded as a potential gross misconduct and would therefore result in immediate suspension, pending an investigation which would be conducted by the school. If the investigation establishes that there was case to answer, a formal disciplinary hearing would be arranged, and could result in dismissal.

Principles of Professional Practice

All staff, as appropriate to the role and/or job description of the individual, must:

- place the well-being and learning of pupils at the centre of their professional practice.
- have high expectations for all pupils, be committed to addressing underachievement, and work to help pupils progress regardless of their background and personal circumstances.
- treat pupils fairly and with respect, take their knowledge, views, opinions and feelings seriously, and value diversity and individuality.
- model the characteristics they are trying to inspire in pupils, including enthusiasm for learning, a spirit of enquiry, honesty, tolerance, social responsibility, patience, and a genuine concern for other people.
- respond sensitively to the differences in the home backgrounds and circumstances of pupils, recognising the key role that parents and carers play in pupils’ education.
- seek to work in partnership with parents and carers, respecting their views and promoting understanding and co-operation to support the young person’s learning and well-being in and out of school.

- reflect on their own practice, develop their skills, knowledge and expertise, and adapt appropriately to learn with and from colleagues.

Confidentiality

Members of staff may have access to confidential information about pupils in order to undertake their responsibilities. In some circumstances the information may be highly sensitive. Confidential or personal information about a pupil or her/his family must never be disclosed to anyone other than on a need to know basis. In circumstances where the pupil's identity does not need to be disclosed the information should be used anonymously. Information must never be used to intimidate, humiliate, or embarrass the pupil. There are some circumstances in which a member of staff may be expected to share information about a pupil, for example when abuse is alleged or suspected. In such cases, individuals have a duty to pass information on without delay to the DSL.

Confidential information about pupils must be held securely. Confidential information about pupils must not be held off the school site other than on security protected school equipment. Information must only be stored for the length of time necessary to discharge the task for which it is required. If a member of staff is in any doubt about the storage of sharing of information they must seek guidance from a senior member of staff. Any media or legal enquiries must be passed to senior management.

Issues discussed in school, relating to the school, pupils or staff, should be treated in confidence. School issues are not a matter for 'chat' or 'gossip'. No member of staff should ever discuss school issues with a parent or carer in the school, unless it is about the child for whom they are responsible. We have an open door policy so invite parents in to share concerns, but discussions must take place between the relevant member of staff and the relevant parent. This makes it less likely for there to be confusion or distress for all concerned.

Propriety, Behaviour, Reputation and Appearance

All staff have a responsibility to maintain public confidence in their ability to safeguard the welfare and best interests of pupils. They should adopt high standards of personal conduct in order to maintain the confidence and respect of their peers, pupils and the public in general. An individual's behaviour, either in or out of the workplace, should not compromise her/his position within the work setting or bring the school into disrepute. A person's dress and appearance are matters of personal choice and self-expression. However staff and volunteers must ensure they are dressed decently, safely and appropriately for the tasks they undertake.

Social Contact and Social Networking

Staff must not post material on social networking sites which damages the reputation of the school or which causes concern about their suitability to work with children. Those who post material which could be considered as inappropriate could render themselves vulnerable to criticism or allegations of misconduct.

Staff in school should not establish or seek to establish social contact with pupils outside of the school setting. This includes social networking sites such as Facebook. Even if a pupil seeks to establish social contact, or if this occurs coincidentally, the member of staff should exercise her/his professional judgment in making a response and be aware that such social contact in person, by phone or on the internet could be misconstrued and may place the

member of staff in a vulnerable position. Staff and volunteers must not give their personal details such as home/mobile phone number; home or e-mail address to pupils or families, except in specific circumstances such as residential school trips, where parents may wish to contact school staff in an emergency.

Physical Contact and Personal Privacy

There are occasions when it is entirely appropriate and proper for staff to have physical contact with pupils, but it is crucial that they only do so in ways appropriate to their professional role. When physical contact is made with pupils this should be in response to their needs at the time, of limited duration and appropriate given their age, stage of development, gender, ethnicity and background. It is not possible to be specific about the appropriateness of each physical contact, since an action that is appropriate with one pupil in one set of circumstances may be inappropriate in another, or with a different pupil. Physical contact should never be secretive or casual, or for the gratification of the adult, or represent a misuse of authority. If a member of staff or volunteer believes that an action could be misinterpreted, the incident and circumstances should be reported.

Physical contact, which occurs regularly with a pupil or pupils, is likely to raise questions unless the justification for this is part of a formally agreed plan (for example in relation to pupils with SEN or physical disabilities). Any such contact should be the subject of an agreed and open school policy and subject to review. Where feasible, staff should seek the pupil's permission before initiating contact. Staff should listen, observe and take note of the pupil's reaction or feelings and – so far as is possible - use a level of contact which is acceptable to the pupil for the minimum time necessary.

There may be occasions when a distressed pupil needs comfort and reassurance. This may include age-appropriate physical contact. Staff should remain self-aware at all times in order that their contact is not threatening, intrusive or subject to misinterpretation. Where a member of staff has a particular concern about the need to provide this type of care and reassurance s/he should seek further advice from a senior manager.

Some staff, for example, those who teach PE and games, or who provide music tuition will on occasions have to initiate physical contact with pupils in order to support a pupil so they can perform a task safely, to demonstrate the use of a particular piece of equipment/instrument or assist them with an exercise. This should be done with the pupil's agreement. Contact under these circumstances should be for the minimum time necessary to complete the activity and take place in an open environment. Staff should remain sensitive to any discomfort expressed verbally or non-verbally by the pupil.

Pupils are entitled to respect and privacy when changing clothes. However, there needs to be an appropriate level of supervision in order to safeguard pupils, satisfy health and safety considerations and ensure that bullying or teasing does not occur. This supervision should be appropriate to the needs and age of the pupils concerned and sensitive to the potential for embarrassment. Staff with a job description which includes intimate care duties will have appropriate training and written guidance. No other member of staff or volunteer should be involved in intimate care duties except in an emergency.

Behaviour Management and Physical Intervention

All pupils have a right to be treated with respect and dignity. Corporal punishment is unlawful in all schools. Staff and volunteers must not use any form of degrading treatment to punish a pupil. The use of sarcasm, demeaning or insensitive comments towards pupils is not acceptable in any situation. Shouting aggressively or hectoring is not acceptable in any situation. Deliberately intimidating pupils by overweening physical presence is not acceptable in any situation.

The circumstances in which staff can physically intervene with a pupil are covered by the 1996 Education Act. Staff may legitimately intervene to prevent a pupil from committing a criminal offence, injuring themselves or others, causing damage to property, engaging in behaviour prejudicial to good order and to maintain good order and discipline. Staff should have regard to the health and safety of themselves and others. Under no circumstances should physical force be used as a form of punishment. The use of unwarranted physical force is likely to constitute a criminal offence. The school has a separate policy on the use of physical intervention which forms part of this Code of Conduct.

All schools must have trained first aiders/appointed persons. Staff must have had the appropriate training before administering first aid or medication except in an emergency.

One-to-one Situations and Meetings with Pupils

Staff working in one-to-one situations with pupils are more vulnerable to allegations. Staff must recognise this possibility and plan and conduct such meetings accordingly. Every attempt should be made to ensure that the safety and security needs of both staff and pupils are met. Managers should undertake a risk assessment in relation to the specific nature and implications of one-to-one work for each worker and pupil. Where such a meeting is demonstrably unavoidable it is advisable to avoid remote or secluded areas of the school and to ensure that the door of the room is left open and/or visual/auditory contact with others is maintained. Any arrangements should be reviewed on a regular basis.

Pre-arranged meetings with pupils away from the school premises or on the school site when the school is not in session are not permitted unless approval is obtained from their parent/guardian and the head teacher or other senior colleague with delegated authority.

Transporting Pupils

In certain situations e.g. school trips, staff may agree to transport pupils. Wherever possible transport arrangements should be made in advance by a designated member of staff. Wherever possible and practicable transport should be provided other than in private vehicles, with at least one adult additional to the driver acting as an escort. Adults should ensure that their behaviour is safe and that the transport arrangements and the vehicle meet all legal requirements. They must ensure that the vehicle is roadworthy and appropriately insured and that the maximum capacity is not exceeded. Where the staff member's own car is used, each child must have a full seat belt, and children under 135cm tall must be carried in an appropriate car-seat.

Educational Visits and School Clubs

Staff and volunteers should take particular care when supervising pupils in the less formal atmosphere of an educational visit, particularly in a residential setting, or after-school activity. Staff and volunteers remain in a position of trust and the same standards of conduct apply.

Sharing Concerns and Recording Incidents

All members of the school community must be vigilant and share concerns and report incidents. Whistle blowing is the mechanism by which staff can voice their concerns, made in good faith, without fear of repercussion.

The following “Red Flag Behaviours” give indications of the kinds of situations which should be shared with a senior member of staff. An adult who:

- Allows a pupil/young person to be treated badly; pretends not to know it is happening
- Gossips/shares information inappropriately
- Demonstrates inappropriate discriminatory behaviour and/or uses inappropriate language
- Does not treat pupils fairly - demonstrates favouritism
- Demonstrates a lack of understanding about personal and professional boundaries
- Uses his/her position of trust to intimidate, threaten, coerce or undermine
- Appears to have an inappropriate social relationship with a pupil or pupils
- Appears to have special or different relationships with a pupil or pupils

Staff name _____

Signature _____

Date _____



Bricklehurst Manor School

Appendix C

Whistle blowing code for issues relating to children and young people

Purpose of the code

Bricklehurst Manor School adheres to the East Sussex whistleblowing policy and procedures that enable staff to raise concerns relating to:

- crime
- a miscarriage of justice
- illegality
- health and safety
- environmental or property damage
- unauthorised use of public funds
- concealing or attempting to cover up any of the above.

This code provides additional information to help staff to understand the role of whistle blowing in the context of poor practice and unacceptable conduct and attitudes towards children.

When to use the code

The whistle blowing procedures and this code may be used by anyone employed by the school in a paid or voluntary capacity who believes they have reason to suspect that the conduct of an employee towards a child is inappropriate. Inappropriate conduct includes, but is not confined to:

- bullying or humiliation
- contravening health and safety guidelines
- serious breaches of the school's code of ethical practice
- professional practice that falls short of normally accepted standards
- compromising pupils' welfare but in a way that does not meet the threshold for child protection intervention.

Reasons for blowing the whistle

Staff will naturally be reticent to report a concern about the conduct of a colleague. However, each individual must take responsibility for ensuring that children are fairly treated. If poor practice is allowed to continue unchecked, it could escalate with serious consequences.

Your action not only protects children, but also deters any suggestion that you have colluded with poor practice that you knew was occurring but chose to ignore.

Whistle blowing can also support the member of staff who is the subject of the concern. Their conduct may result from inexperience or lack of training that can be addressed by the school, or they may be under stress and be relieved when their conduct is questioned.

Staff who deliberately fail children and show no remorse or desire to improve are unlikely to welcome being exposed, but their conduct has to be confronted for the sake of the child and the reputation of the whole school.

Barriers to whistle blowing

You may worry that you have insufficient evidence to raise a concern that you will set in train an unstoppable chain of events, that there will be adverse repercussions for your career, that you may suffer harassment or victimisation, or that your suspicion or concern might be totally misplaced.

These concerns are entirely understandable but you can be reassured that whistle blowing procedures address these issues.

The Public Interest Disclosure Act 1998 protects employees from reprisals for public interest whistle blowing. Your union, a solicitor or the local authority legal services can provide you with information about your legal position.

Confidentiality and anonymity

All concerns are treated in confidence and, as far as possible, your identity will not be revealed if that is your wish. However, absolute confidentiality cannot be guaranteed if, as a result of an investigation, you are required to provide a witness statement or attend a court hearing.

You can, if you prefer, raise your concern anonymously. The school would need to decide whether the levity and credibility of the concern warrants investigation if the source of the concern, and the key evidence, is not readily available. From this point on the school would then seek advice from the LADO.

The school will fully support you and do all it can to protect you from any harassment or adverse repercussions that may arise from whistleblowing. Allegations that prove to be deliberately fabricated and malicious will be dealt with through staff disciplinary procedures. However, no action will be taken against any member of staff who raises a genuine concern that proves to be unfounded.

Reporting procedure

It may help if you write down, for your own benefit, what you have observed or heard that is causing alarm. One useful way to decide whether your concern should be reported is to consider whether you would want the conduct of this member of staff to continue unchecked if your own child or another young family member was involved.

- You may raise your concern verbally or in writing. You should report your concern directly to the Headteacher or Designated Safeguarding Lead.
- If the Headteacher is the subject of your concern, speak to the Designated Safeguarding Lead. Similarly if the Designated Safeguarding Lead is the subject of your concern, speak to the Head Teacher. The Early Years Safeguarding Teacher may deputise in the absence of either of these.
- A friend, colleague or union representative may accompany you to the meeting if you wish.
- Ensure the head informs you of their proposed action and sets a date for a second meeting.

- Timescales will depend on the complexity of the initial inquiry but the case should not be allowed to stall and you should receive initial feedback within 10 working days. The timescale for subsequent feedback should then be agreed.
- Ask for clarification about confidentiality and ensure you have your wishes regarding the protection of your identity recorded.

Process and outcome

The Headteacher will make enquiries to establish the facts of the matter and whether poor practice or inappropriate conduct has occurred. Members of the school community may be asked to provide information or advice.

External advice, for example, from legal or human resources or children's services may be sought. A written record of the conduct, established facts and outcome of the inquiry will be kept. The whistleblower will be kept informed of the progress of the inquiry.

The outcome of the inquiry will be one of the following:

- No poor practice or wrongdoing is established and the case is closed
- The concern has some substance and the subject of the concern will receive advice and support from the head teacher to improve practice
- Poor practice or wrongdoing is established and disciplinary proceedings are initiated
- The concern is more serious and an investigation is initiated. This investigation may involve the local authority's legal team, children's social care or the police.

If, at any stage in the process, there is reason to believe that a child is at risk of significant harm, children's social care will be immediately involved.

Further action

If you raise a concern and you are dissatisfied with the way it is managed, or the outcome, you may contact the local authority for advice.

Alternatively you can seek advice from your union or professional association, a solicitor, the police, children's social care or Public Concern at Work (PCaW), a registered charity that offers free and confidential legal advice on workplace malpractice.

Public Concern at Work

3rd Floor, Bank Chambers, 6-10 Borough High Street, London SE1 9QQ

020 7404 6609

whistle@pcaw.co.uk

www.pcaw.co.uk



Bricklehurst Manor School

Appendix D

Confirmation of receipt of Safeguarding children and child protection policy

Name:

Date of joining school:

Post:

Date of induction:

Name and designation of staff member responsible for induction:

I confirm that I have received and read the school's Safeguarding and child protection policy.

I confirm that I have received and read Part 1 of the Keeping Children Safe in Education (September 2016) guidance.

I have been made aware of my duty to safeguard and promote children's welfare.

The procedure for reporting concerns about a child has been explained to me.

Signature: _____

Name: _____

Date: _____

Please sign and return this form to the designated senior person:



Bricklehurst Manor School

Appendix E

School welfare concern form

Use this form to record any concern about a child's welfare and give it to the designated senior person for child protection.

If you suspect the child may be suffering abuse or neglect, or you have received a disclosure of abuse from a child, or you have heard about an allegation of abuse, you must complete the Child protection record of concern form instead (Appendix F), and hand it to the designated person today.

Child's full name

Date of this record

Why are you concerned about this child?

What have you observed and when?

What have you heard and when?

What have you been told and when?

Date and time you handed this form to the designated person

Class

Class teacher/form tutor

Your name and designation

Signature _____

Have you spoken to the child? Yes No

What did they say? Use the child's own words

Have you spoken to anyone else about your concern? Yes No

Who?

Is this the first time you have been concerned about this child? Yes No

Further details



Bricklehurst Manor School

Appendix F

Child Protection - Record of concern

Child's details:

Full name :

Address:

Telephone:

Date of birth:

Gender: **Male** **Female**

Is the child looked-after by the local authority or are there any other legal family arrangements?
(for example, a residence order)

When was the child first admitted to this school?

Ethnicity and culture

Religion

Does the child have any disability or special educational need? Yes No
Please specify

Preferred language of child

Is any type of language support required to converse with the child? Yes No
Please specify

Does the child know this form has been completed? Yes No
If not, why not?

If yes, what did the child say?

Details of those with parental responsibility:

Name(s):

Address:

Telephone:

Relationship to child:

Ethnicity, culture and religion of those with parental responsibility if known

Preferred language of those with parental responsibility

Is any type of language support required?

Do those with parental responsibility have any disability or special need?

If Yes, how does this disability or special need affect the child?

Details of any siblings

Does the child regularly spend time with other carers, for example, after-school or holiday carers, or at a short break service?

Has a Common Assessment Framework (CAF) been completed for this child?

Yes No

Please give date and reason for the CAF

Why are you concerned about this child?

Please provide a description of any incidents/conversations and the dates they occurred. You must make clear what is fact and what is opinion or hearsay. You must not ask the child leading questions or try to investigate the concern yourself

What have you observed and when?

(This relates to anything you have personally witnessed)

What have you been told and when?

(Write here anything you have been told by the child or any other person. Be clear about who has said what)

What have you heard and when?

(This may be third-party information that is relevant but as yet unsubstantiated)

If an allegation has been made, give any details you have about the alleged abuser

Date and time of this record

Your details:

Full name:

Position:

Do those with parental responsibility know this form has been completed?

Yes No

If not, why not?

If yes, what did they say?

NOTE: Those with parental responsibility should not be contacted by anyone in the school if this could place the child at risk. Speak to the designated person first

Does the child have any visible injury, or have they told you they have been injured?

Yes No

If yes, has medical advice been sought?

Has any action already been taken in relation to this concern? (for example, child taken out of class, first aid)

Name and position of the person this record was handed to:

Date and time the above person received this record

If this record has been handed to anyone other than the designated person please explain why

If you have used additional sheets to complete this record of concern please staple them to this form and write the number of additional sheets here _____

Hand this form to the designated person before you go home. If the designated person is unavailable, hand it to their deputy, the head teacher or your line manager.

NB: If you do not have certain information, such as the child or family's ethnicity, do not delay handing in the form.



Bricklehurst Manor School

Appendix G

A message to all of our pupils

At school we should all respect each other and care for each other.

At Bricklehurst we want to make your life as enjoyable as possible while you learn as much as you can. The staff at Bricklehurst are here for you.

At school you may need to talk to someone. Problems can often be solved if you talk to someone about them. You may feel that you have been unfairly treated by someone, another child or a grown-up. You may have a suggestion for an improvement at school. You may have something private, important or difficult in your life which is worrying you so much that you would like to share it with someone. We all need to talk to someone else; sometimes it is for help, comfort or guidance. Your form teacher is here to listen to you. You can always have a friend with you. All the staff are here to help and listen.

You can talk to anyone at school, be it a teacher, teaching assistant or someone in the office, as long as you feel comfortable, you can share your concerns with any member of staff. Mrs Elliott is known as the Designated Safeguarding Lead which means that she is here to help to keep you safe, so you can always talk to her if you have any worries or concerns. You can also leave a note in the worry box in the front hall. Your teacher has a worry box in the classroom too, so you can write a note to your teacher as well.

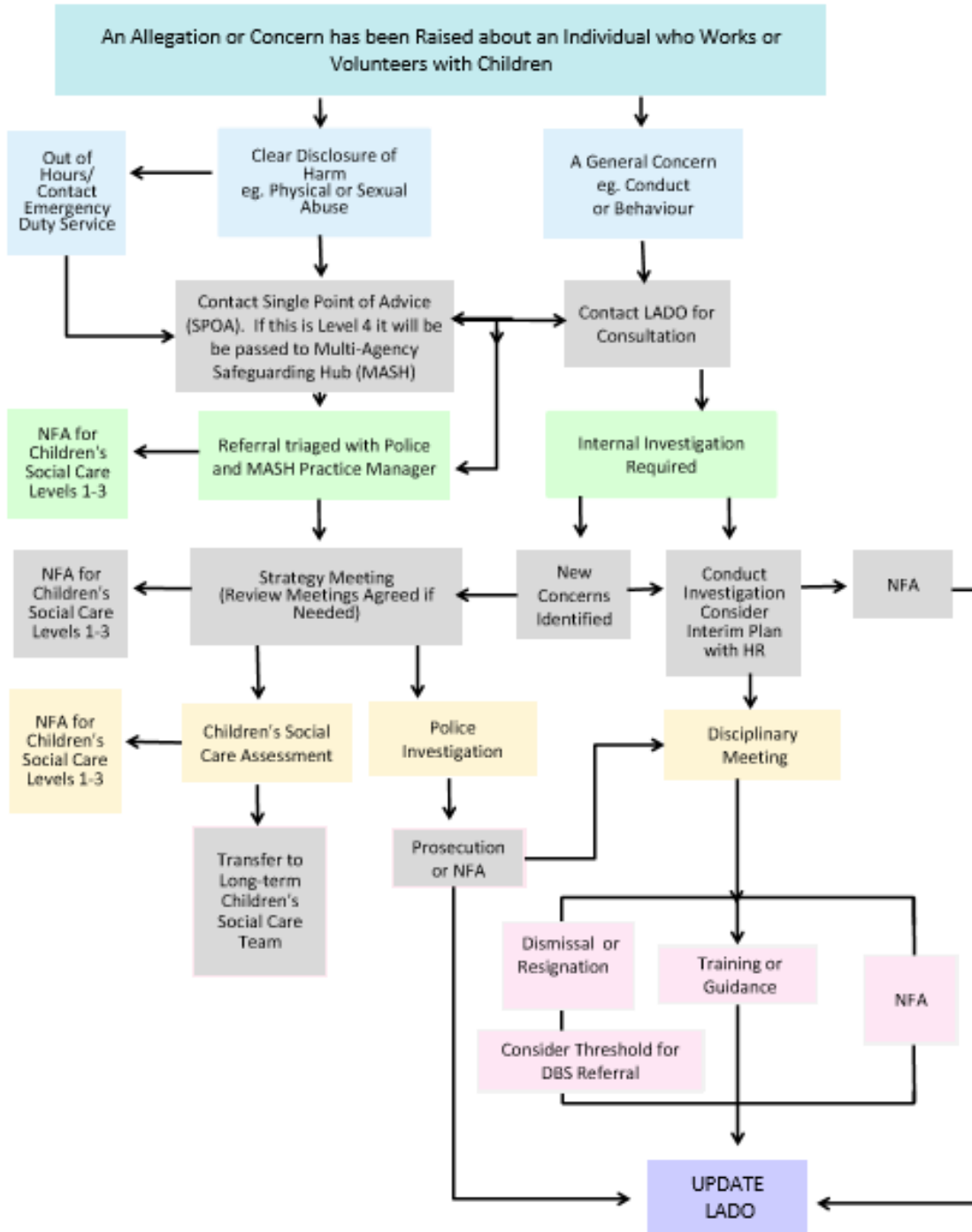
Sometimes you may need to speak to someone out of school, and you can phone Childline on 0800 1111.



Bricklehurst Manor School

Appendix H

Managing Allegations Flowchart





Bricklehurst Manor School

Appendix I

EAST SUSSEX ADVICE - MANAGING ALLEGATIONS/CONCERNS ABOUT INDIVIDUALS WHO WORK OR VOLUNTEER WITH CHILDREN FLOWCHART GUIDANCE

Criteria - Working Together 2015

To ensure safeguarding is prioritised for children, it was recommended that all LADO referrals should go through the Multi-agency Safeguarding Hub (MASH), which East Sussex adopted in September 2015.

From 3 May 2016, all social care enquiries and referrals in East Sussex will go via the Single Point of Advice (SPOA) based at St Mark's House.

Referrals to Children's Social Care need to be considered when a child is at risk of significant harm and an individual who is working or volunteering with children has:-

1. Behaved in a way that has harmed a child, or may have harmed a child
2. Possibly committed a criminal offence against or related to a child
3. Behaved towards a child or children in a way that indicates they may pose a risk of harm to children

When considering the definitions of harm and whether threshold is met for a LADO consultation or referral to the Multi-Agency Safeguarding Hub (MASH), the following guidance provides information about the criteria and process. The examples provided are not exhaustive as the nature of allegations can sometimes be complex, depending on the history of those who are involved.

Behaviours that have or are Likely to Cause Harm

These are more likely to fall in the remit of professional conduct, for example:

- Contact with children and young people through social media and private email accounts
- Bullying, threats and intimidation
- Comments of a personal, derogatory or racially abusive nature which could cause emotional harm.
- Physical contact of a non-sexual nature, but which breaches a code of conduct
- Providing rewards and incentives which are not sanctioned within a code of conduct and could single out particular children or young people to the detriment of others.

These types of behaviour should be discussed with the LADO in the first instance, as they have happened in isolation. Sometimes there is a fine line between harm and behaviour constituting a possible criminal offence. If they form part of a pattern or there are other concerns about the context, consideration would need to be given to whether a referral was required.

Behaviours Associated with Criminal Offences

If a child or young person makes an allegation of sexual or physical abuse, a Statement of Referral (SOR) should be sent to the MASH without delay. The SOR should contain as much information as possible regarding the allegation, full details of the victim and perpetrator. There might be times when there is uncertainty about the process and if in doubt the MASH or LADO can be contacted for guidance prior to sending the SOR. Examples where a SOR is warranted are:

- Physical abuse and restraint where injuries have been caused to a child including; scratches, cuts, bruises, red marks, swelling, bites and broken bones
- Disclosures of sexual abuse, including direct contact, historic incidents, links to exploitation, grooming and online abuse
- Physical abuse or inappropriate restraint, pushing or shoving without injury, but this has been witnessed.
- In incidences where allegations of physical abuse are difficult to corroborate because they have not been witnessed or there is a history of previous allegations from a young person, a discussion should still be had with MASH about whether the threshold for a referral is met. MASH might not agree a referral once they have consulted with Police, but will give advice about liaison with the LADO and/or an internal investigation.

Please note that if injuries have been observed and these should be documented on a body map, with a description of size, location and the type of injury seen. Photographs should not be taken by other professionals or sent by email as Police and a Paediatrician will usually take photographs and measure these to scale. There are occasions when Police might ask for this to be done, and agreement will be needed about this on a case by case basis.

Behaviours Which Might Pose a Risk to Children

Any of the behaviours already identified could meet this criteria. However, there are some behaviours in the workplace which would breach the code of conduct but have not caused immediate harm. In other instances events in a person's personal life could impact upon their professional or voluntary role with children and young people, for example:

- Being under the influence of drugs or alcohol in the workplace
- Inappropriate use of work IT equipment in work or at home eg viewing adult pornography
- Failure to protect or report a safeguarding concern

- Personal involvement with Children's Services, for example Child Protection Plans for own children
- Domestic Abuse
- Arrest or prosecution for a criminal offence outside of work including sexual offences in relation to children or adults, violence, drugs, drink driving

In the first instance any code of conduct issues should be discussed with the LADO. Agencies might be contacted about other incidents where Police and Children's Services involvement has happened, but there might also be times when criminal activity in someone's personal life is not reported to Children's Social Care and there should be a discussion with the SPOA about this.

If any professionals become aware that there are safeguarding concerns in an individual's private life and they work or volunteer with children, there should be a consultation with the LADO to consider how this can be monitored or addressed. If there are child protection concerns, and social care involvement the employer should be made aware in case there are additional factors to take into consideration with that person's role. If there is social care involvement under child in need, it might still be necessary to inform the employer, but the level of concerns will need to be discussed and an action plan agreed. The employee should be encouraged to talk to their employer in the first instance.

NEXT STEPS

SPOA will triage a referral, and if it is agreed it meets the threshold for Level 3, when this is on the cusp of Level 3 and Level 4, it will be passed to the MASH in the usual way. The MASH Practice Manager will discuss the referral with Police and the LADO. A decision will be made about whether there is a risk of significant harm which requires a strategy discussion. If this is not agreed the LADO will follow up with an employer or organisation who will be asked to conduct an internal investigation.

NB: If the child already has an allocated Social Worker, contact should be made with the MASH in the first instance and agreement will be made about who will lead investigation.

Decisions will also need to be made about immediate action needed to safeguard any children, and this might include whether an adult needs to be refrained or suspended prior to a strategy meeting. Consideration also needs to be given to any other employment or voluntary work the individual is involved in. This action will need to be agreed with HR on advice from the LADO and Police if there is a potential criminal investigation.

If it has been agreed there is a risk of significant harm a Strategy Meeting will be held, where all relevant professionals, a representative from HR/Personnel, Police and the LADO will be invited to attend. The victim and alleged perpetrator will not be included in this meeting. The strategy meeting should be arranged within 3 working days of the referral being received.

A Manager from the Duty and Assessment Team or MASH will chair the meeting unless there is an allegation involving a Children's Social Care employee or Foster Carer, in which case the LADO will chair the meeting. However, if the Duty or MASH Managers are not available

the LADO might chair the strategy meeting to avoid unnecessary delays. The reason for this is that the immediate and wider safeguarding issues for any child or young person the alleged perpetrator might have contact with will need to be considered.

If the child already has a Social Worker from another team, it is usually agreed that the allocated team will take forward the strategy meeting with the LADO, unless there are concerns about Child Sexual Exploitation. In this instance the MASH Practice Manager might still have involvement in the meeting. This might also be the case when there is a conflict of interest, and it is considered an independent manager should chair the meeting.

Action Plans will be formulated at the strategy meeting, and a decision might be made to have a review meeting, particularly if there are gaps in information which need to be clarified.

OUT OF HOURS REFERRALS

If a child has made a disclosure of physical or sexual abuse and there is physical evidence a Statement of Referral (SOR) should be discussed with the Emergency Duty Service (EDS). They will be able to liaise with the Police Serious Investigation Units (SIU) based in Eastbourne, Hastings and Brighton, who now provide additional cover. The Police might decide with EDS to start a joint investigation over the weekend to avoid delay.

OUTCOMES

Once a strategy meeting has taken place the following outcomes will be taken forward:

1. NFA as the allegation is found to be unsubstantiated, false, unfounded or malicious.
2. NFA for Children's Services, but there are issues to address in relation to professional conduct or suitability, as concerns were substantiated, but did not meet threshold for criminal investigation. Unsubstantiated outcomes are the most difficult ones to address, as there might still be concerns, but insufficient evidence to proceed; eg a disclosure of sexual abuse where the victim is not willing to make a statement, or physical abuse where there are no injuries, but the account was credible. However, there are occasions when action might be considered to minimise any identified concerns or risks, and this will need to be considered on a case by case basis. HR will provide support and the LADO will need to be kept updated of outcomes. In these cases the concerns might be addressed via an internal investigation and disciplinary meeting or through additional training and monitoring. This could be resolved with the individual being or remaining suspended as a neutral act pending the outcome of enquiries or while they remain at work.
3. Duty and Assessment (DAT) or one of the long-term social work teams will take forward a Family Assessment under Child in Need (Section 17 Children Act 1989) as unmet needs were identified for the victim or children linked to the perpetrator. This could result in universal services on levels 1-3 on the continuum of need or longer term social work support and action in relation to alleged perpetrator might result in outcomes in 1 and 2 above.

4. DAT or one of the long-term social work teams will undertake a Family Assessment due to Child Protection Concerns (Section 47 Children Act 1989). This could result in the actions/outcomes in 1-3 above.
5. The Police might undertake a criminal investigation in relation to a suspected criminal offence when concerns are substantiated. This can take several months to complete especially if IT equipment needs to be checked and the Crown Prosecution Service then needs to review the file. This will often result in the perpetrator remaining on bail for an extended period, while they remain suspended from their employment or voluntary role. HR and the LADO will provide support and liaise during this period, including advice about whether a DBS referral is warranted.

MISCELLANEOUS REFERRALS TO OTHER TEAMS

There are occasions, when agencies including the NSPCC, OFSTED and Complaints Team receive complaints or safeguarding concerns from parents or other third parties, which do not meet the criteria for a SPOA referral or LADO Consultation. Early Years providers also have a duty to report injuries to children which occur on the premises. These should be dealt with as follows:

- OFSTED/NSPCC Complaints, which do not meet threshold for referral to SPOA, should be passed to or discussed with the LADO to establish whether the Schools Safeguarding Officer/Standards and Learning Effectiveness Service (SLES) need to investigate.
- Any accidental injuries which happen at a childminder's home or in an Early Years setting need to be reported to OFSTED and the relevant Standards and Learning Consultant in the Early Years Improvement Team.



Bricklehurst Manor School

Appendix J



Department for
Education

Name: _____

1. Who is the Designated Safeguarding Lead at your school?

2. In their absence, who should you speak to?

3. Where can you find all of the school policies?

4. What is the LADO?

5. Where can you find contact details for the LADO? Please circle 3.
 - a. In the Early Years classrooms.
 - b. On the front of the Safeguarding Policy.
 - c. On the school website.
 - d. On the noticeboard in the staffroom.
 - e. In the Staff Handbook.
6. Who has the responsibility for identifying children who would benefit from early help?
 - a. LADO.
 - b. Every member of staff.
 - c. DSL.
 - d. Head Teacher.
7. If a child asks you to keep a secret, how should you respond?
 - a. You can keep a secret as long as it is only a small one.
 - b. You cannot keep a secret.
 - c. You do not want to continue the conversation with the child.
 - d. You will keep it a secret from everyone, except for the Head Teacher.
8. Staff members are reminded to maintain an attitude of:
 - a. It is unlikely to happen here.
 - b. Be vigilant.
 - c. Every comment should be referred.
 - d. It could happen here.
9. Who should you contact should you have a concern? Please circle 3.
 - a. Parents.
 - b. DSL.
 - c. LADO.
 - d. Head Teacher.
 - e. Specialist services.

10. If a child is in danger, who should make the referral to social care and/or the police?

- a. DSL.
- b. Class Teacher.
- c. Head Teacher.
- d. Anyone.

11. If staff have a concern about another member of staff, including the Proprietor, who should they refer to?

12. If staff have a concern about the Head Teacher then who should they refer to?

13. What type of abuse/neglect is absent from this list: Abuse, Physical Abuse, Sexual Abuse, Neglect and

_____.

14. Whose responsibility is it to ensure that you are up-to-date with changes to the school policy and associated documentation (such as Keeping Children Safe in Education)?
