



Farney Close School Young Person Protection & Safeguarding Policy

This policy was updated on: 20/10/2018. The policy will next be reviewed on: 20/10/2019.

Statement: This is a working document that will be adapted as and when necessary to reflect changes and guidance.

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INTRODUCTION

The purpose of this policy is to inform all parents, carers, governors, employees, volunteers, visitors and external professionals about the school's responsibilities for safeguarding young people and to enable everyone to have a clear understanding of how these responsibilities should be carried out.

The school will maintain a culture of vigilance and on-going commitment to safeguard young people at the highest level; this is especially important as our young people' special education needs can mean that they face additional safeguarding challenges.

The Governing body takes seriously its responsibility to safeguard and promote the welfare of young people in its care; and to work together with other agencies to ensure adequate arrangements within our school to identify, assess, and support young people who are, or who may be, suffering harm.

We recognise that all adults, including temporary staff and governors, have a full and active part to play in protecting young people from harm, and that the young person's welfare is our paramount concern.

All staff members believe that our school provides a caring, positive safe and stimulating environment that promotes the social, physical and moral development of the individual young person.

Staff members working with young people are advised to maintain an attitude of 'it could happen to a young person we know' where safeguarding is concerned.

When concerned about the welfare of a young person, staff members must always act in the interests of the young person.

Young people are taught about how to Safeguard themselves and others through lessons, assemblies, Link Worker time, via the school forum and initiatives that come from that, guests and visitors who are invited in to present on a range of safeguarding matters, as well as nation initiatives such as Anti-Bullying week.

What does the school do to Safeguard its young people?

- Support the young person's development in ways that will foster security, confidence and independence.

- Provide an environment in which young people and young people feel safe, secure, valued and respected, and feel confident, and know how to approach adults if they may be worried about being listened to. This is supported through:
 - 1) The use of Link workers,
 - 2) Therapists and Counsellors who work in the school,
 - 3) Governors' Independent Visitors,
 - 4) The Worries and Complaints procedure,
 - 5) The School Forum,
 - 6) Accessibility of all staff including, senior managers,
 - 7) Young person Line information and guidance that is readily available throughout the school.

- Provide a systematic means of monitoring young people known or thought to be at risk of harm, and ensure we, the school, contribute to assessments of need and support packages for those young people.

- Emphasise the need for good levels of communication between all members of staff and between the school and other agencies.

- Have and regularly review a structured procedure within the school which will be followed by all members of the school community in cases of suspected abuse.
- Develop and promote effective working relationships with parents, carers and other agencies, especially the Police and Young People's Services.
- Ensure that all adults within our school have been recruited and checked as to their suitability in accordance with Part Three of Keeping Young People Safe in Education (DfE 2018) and at an enhanced DBS level.
- All members of staff receive and sign to say that they have read and understood: Part One of Keeping Young People Safe in Education 2018 and the school's own guidance on "Staff Protection – Young person Protection".

STATUTORY FRAMEWORK & GUIDANCE

What Statutory Framework and Guidance does the school follow?

The school acts in accordance with the following government legislation and guidance:

- The Young People Act 1989
- The Young People Act 2004
- Education Act 2002:
- Keeping Young people Safe in Education (revised edition - DfE September 2018): <https://www.gov.uk/government/publications/keeping-young-people-safe-in-education>
- Working Together to Safeguard Young people (2018): [https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/722305/Working Together to Safeguard Young people - Guide.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/722305/Working_Together_to_Safeguard_Young_people_-_Guide.pdf)
- The Education (Young person Information) (England) Regulations 2005
- The Counter-Terrorism & Security Act 2015: Section 26 – See hyperlink and Appendix 2
- Sexual Offences Act 2003
- Young Person in Care Act 2006
- Safeguarding Vulnerable Groups Act 2006
- Education and skills Act 2008
- The Equalities Act 2010
- The Serious Crime Act 2015
- Independent Schools Regulation 2014
- DBS Guidance
- Sexual Violence and Sexual Harassment between young people - May 2018

- Young people Missing Education: Statutory Guidance for Local Authorities
Sept' 2016
- UKCCIS guidance: Sexting in schools and colleges 2017

RESPONSIBILITIES

What are the employee's responsibilities in relation to Safeguarding at the school?

- The school is aware of and follows the Sussex Young person Protection & Safeguarding Procedures, produced by West Sussex, East Sussex and Brighton & Hove. It is available as an electronic copy at <http://sussexyoungpersonprotection.procedures.org.uk/>
- All staff should have a sound understanding of the schools most up to date Safeguarding Policy and all other relevant safeguarding documentation within the schools PPP manual, and the links in various Appendices and hyperlinks below, including Pt1 of Keeping Young People Safe in Education September 2018.
- Staff must be alert to signs of abuse and know to whom they should report any concerns or suspicions.
- Schools has procedures in place handling suspected cases of abuse of young people, including procedures to be followed if a young person harms another young person or a member of staff is accused of abuse, or suspected of abuse. All members of staff are aware of these procedures.
- A Designated Member of Staff for Young Person Protection (referred to in 'Keeping Young People Safe in Education (DFE, September 2018 - as 'Designated Safeguarding Lead') has responsibility for co-ordinating action within the school and liaising with other agencies (see below for further details).
- Designated Members of Staff for Young Person Protection undergo updated young person protection training every two years. The head teacher and all members of staff are provided with regular updated young person protection training in line with advice from the West Sussex LSCB (currently every three years). However, because of the impotence of the subject, all staff undergo tip up training at least once a year.

- The school's vetting policy ensures the suitability of adults working with young people on school premises at any time. Those authorised by the school to work with young people on school premises should enter into a formal commitment to comply with the school's young person safeguarding responsibilities. Community users organising activities for young people will be made aware of the school's young person protection guidelines and procedures and will confirm their commitment to abide by them.

What are the responsibilities of the Governing Body with regard to Safeguarding?

The Governing body and trustees must ensure that they comply with their duties under legislation. They must also have regard to this guidance to ensure that the policies, procedures and training at Farney Close are effective and comply with the law at all times.

The nominated governor for young person protection in this school is:

Name: **Carol Johns**. Carol also oversees the Prevent Agenda (see details below)

The responsibilities placed on Governing body include:

- Ensuring that an effective young person protection policy is in place and reviewed annually, together with a staff behaviour policy which is based on the most recent edition of the Teaching Standards Guidance and that these are provided to all staff – including temporary staff– on induction and that staff are kept up to date with changes.
- Contributing to inter-agency working, which includes providing a coordinated offer of early help when additional needs of young people are identified.
- Appointing a designated member of staff for young person protection who should undergo refresher young person protection training every two years and more often as and when needed on a yearly basis.
- Ensuring that schools creates a culture of safe recruitment and, as part of that, adopt recruitment procedures that help deter, reject or identify people who might abuse young people (Part Three: Safer Recruitment. Keeping Young people Safe in Education 2018).
- Ensuring that at least one member of an appointing panel will have attended safer recruitment training.

- Ensuring that the school keeps an up to date single central record of all staff and the dates of all appropriate safeguarding checks.
- Monitoring the adequacy of resources committed to young person protection, and the staff and governor training profile.
- Recognising that neither Farney Close, nor individual governors, have a role in pursuing or managing the processes associated with individual cases of young person protection, nor a right to know details of such cases, except when exercising their disciplinary functions in respect of allegations against staff
- Making sure that the young person protection policy is available to parents on request.
- Ensuring that this policy and practice complements other policies e.g. anti-bullying, including cyber bullying, and health and safety to ensure safeguarding.
- Prioritising the welfare of young people and young people and creating a culture where staff members are confident to challenge senior leaders over any safeguarding concerns.
- Giving consideration as to how young people may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum.

The nominated governor for young person protection should agree with the Governing Body how these responsibilities should be monitored and reported.

THE DESIGNATED SAFGUARDING LEAD (DSL) FOR YOUNG PERSON PROTECTION

Who are the School's Designated Members of Staff for Young Person Protection?

Farney Close has two Designated Members of Staff for Child (Young Person) Protection in this school. They are:

NAME: Sara Hack (Acting Head) and Barry Robinson

What should happen if neither are available?

We have two trained Deputy Safeguarding Leads in School, Emma Shiel: Deputy Head, and Becky Hack: LAC & CIN Officer. This means that if Sara Hack or Barry

Robinson are unavailable then referrals should be made to the too Emma Shiel or Becky Hack. If these are unavailable, referral should be to the Evening Duty manager.

What are the broad areas of responsibility for the designated member of staff are to:

Manage referrals and concerns regarding individual young people, referring all cases of suspected abuse to the West Sussex Multi Agency Safeguarding Unit (MASH) and to the Police (cases where a crime may have been committed).

- Send a written record of the referral to the MASH by the end of the working day the referral is made.
- Keep written records of concerns about a young person even if there is no need to make an immediate referral, (the ‘young person protection file’)
- Ensure that all such records are kept confidentially and securely and are separate from young person records, and if these are stored electronically, that they are differently password protected from the young person’s other files, and accessible only by the head teacher/designated leads.
- Ensure that an indication of further record-keeping is marked on the young person’s records.
- Liaise with the head to inform him or her of issues, especially new or on-going young person protection investigation enquiries and police investigations.
- Act 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.
- Ensure that either the DSL or the class teacher or the young people Link worker (Residential Social Care Worker) attends Young Person Protection Conferences, core groups, or other multi-agency planning meetings, contributes to assessments, and provides a report which will normally have been shared with the parents. (In some circumstances it may not be appropriate to share the report to conference with parents. If the DMS is uncertain on this point advice can be obtained from the allocated social worker).

- Ensure that any young person who is subject to a young person protection plan and who is absent without explanation for two days or more is referred to their key worker's Social Care Team. In some cases, any absence may be a cause for concern and warrant immediate reporting.
- Where young people leave the school or college, ensure their young person protection file is copied for any new school or college as soon as possible but transferred separately from the main young person file. (The original young person protection file being retained by the former school or college).

Training

How often do the designated members of staff for Young Person Protection undertake refresher training?

The Designated Member of Staff for Young Person Protection undertakes the initial designated member of staff training and subsequent refresher courses 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.
- Be alert to those young people within the school who are at risk or experiencing: Young person Sexual Exploitation, domestic violence; female genital mutilation; young people missing from education; young person trafficking; bullying which includes race/hate or homophobic behaviour, faith abuse, or radicalisation, gang related activity, including violence, exploitation and drug related activity, and peer on peer abuse.
- Have a working knowledge of how the local authority conducts a young person protection case conference and a young person protection review conference and be able to attend and contribute to these effectively when required to do so.
- Be alert to the specific needs of young people in need, those with special educational needs and young carers.
- Be able to keep detailed, accurate, secure written records of concerns and referrals.

- Obtain access to resources and attend any relevant or refresher training courses.
- Encourage a culture of listening to young people and taking account of their wishes and feelings, among all staff, in any measures the school or college may put in place to protect them.
- Link with the West Sussex Local Safeguarding Child (Young People) Board (LSCB) to make sure staff are aware of training opportunities and the latest local policies on safeguarding.
- Organising young person protection training for all staff every three years.

How do the designated members of staff raise awareness amongst the staff and what are their other duties?

- The designated member of staff (DSL) should ensure the school's policies are known and used appropriately: ensuring each member of staff has access to and understands the school's child / young person protection policy and procedures, especially new and part time staff. In addition, the DSL should ensure that **all staff read, at least, Part One of Keeping Young People Safe in Education 2018.**
- Ensure the setting's young person protection policy is reviewed annually, the procedures and implementation are updated and reviewed regularly, and work with governing bodies or proprietors regarding this.
- Ensure the young person protection policy is available publicly, parents are aware that referrals about suspected abuse or neglect may be made, and the role of the school or college in this.

PROCEDURES

What procedures must be followed if abuse or neglect is suspected?

- If any member of staff is concerned about a young person then they must inform the Designated Member of Staff for Child / Young Person Protection.
- The member of staff must record information regarding the concerns on the same day. The recording must be a clear, precise, factual account of

the observations. Do not add comments or opinion, although observations about a young person's demeanour or emotional state may be recorded.

- The Designated Member of Staff will decide whether the concerns should be referred to Multi Agency Safeguarding Hub (MASH). If it is decided to make a referral to the MASH this will be discussed with the parents, unless to do so would place the young person at further risk of harm. (The MASH team is able to provide advice on this question).

MASH Telephone: 01403 229900

Or email: MASH@westsussex.gcsx.gov.uk

The out of office hours (5pm – 8am weekdays) and 24-hour emergency number on weekends and bank holidays is 0330 222 6664 or email

MASH@westsussex.gcsx.gov.uk ensuring that you put in the subject box:

ALERT FOR EDT

- Particular attention will be paid to the attendance and development of any young person about whom the school has concerns, or who has been identified as being the subject of a young person protection plan and a written record will be kept.
- If a young person who is/or has been the subject of a young person protection plan changes school, the Designated Safeguarding Lead will inform the social worker responsible for the case and transfer the appropriate records to the Designated Member of Staff at the receiving school, in a secure manner, and separate from the young person's academic file.
- The Designated Safeguarding Lead is responsible for making the senior leadership team aware of trends in behaviour that may affect young person welfare. If necessary, training will be arranged.
- Staff have a duty to refer safeguarding concerns to the Designated Safeguarding Lead for Young Person Protection.

However, if:

If concerns are not taken seriously by an organisation or action to safeguard the young person is not taken by professionals and the young person is considered to be at continuing risk of harm, then staff should speak to the DMS or Head-

teacher in their school and/or contact a manager in the Multi Agency Safeguarding Hub (MASH).

- If at any point there is a risk of immediate serious harm to a young person, a referral should be made to the Multi Agency Safeguarding Hub (MASH) immediately. Anybody can make a referral. If the young person's situation does not appear to be improving the staff member with concerns should press for re-consideration. Concerns should always lead to help for the young person at some point.
- If the allegations concern harm perpetrated by young people in the school, then staff should follow section 8.7 of the West Sussex Young Person Protection and Safeguarding Procedures - Young People Who Harm Other Young people.

WHEN TO BE CONCERNED

What are the main categories of abuse?

Abuse: a form of maltreatment of a young person. Somebody may abuse or neglect a young person by inflicting harm, or by failing to act to prevent harm. They may be abused by an adult or adults or another young person or young people.

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

Emotional abuse: the persistent emotional maltreatment of a young person such as to cause severe and adverse effects on the young person's emotional development. It may involve conveying to a young person 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 young person 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 young people. These may include interactions that are beyond a young person's developmental capability as well as overprotection and limitation of exploration and learning, or preventing the young person participating in normal social interaction. It may involve seeing or hearing the ill-treatment of another. It may involve serious bullying (including cyberbullying), causing young people frequently to feel frightened or in danger, or the exploitation or corruption of young people. Some level of emotional

abuse is involved in all types of maltreatment of a young person, although it may occur alone.

Sexual abuse: involves forcing or enticing a young person or young person to take part in sexual activities, not necessarily involving violence, whether or not the young person is aware of what is happening. The activities may involve physical contact, including assault by penetration (for example rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing. They may also include non-contact activities, such as involving young people in looking at, or in the production of, sexual images, watching sexual activities, encouraging young people to behave in sexually inappropriate ways, or grooming a young person in preparation for abuse (including via the internet) by establishing a close relationship or friendship. Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other young people.

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

For further details of these categories please see **Appendix 1**.

What other aspects of risk requiring special attention?

In addition, school staff must be aware of the following specific safeguarding issues. To help widen staff understanding of the concerns and risks, this document is supplemented with information in the various Appendices, hyperlinks and additional school policies.

Staff must ensure that, where such risks may be more likely, that they know how to act where there is concern of:

- Young person Missing Education (CME)
- Young person missing from home or care
- Young person Sexual Exploitation (CSE)
- Criminal Exploitation of Young people, including "County Lines"
- Private Fostering
- Bullying including cyberbullying
- domestic violence

- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (Honour Based Violence)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- Preventing radicalisation
- sexting
- teenage relationship abuse
- trafficking
- self-harm

Links too many of these topics can be found in Keeping Young people Safe in Education September 2018

(<https://www.gov.uk/government/publications/keeping-young-people-safe-in-education>)

Or follow these individual links in the table below:

Subject	Hyperlink
Abuse	What to do if you're worried a young person is being abused
	Domestic abuse: Various Information/Guidance
	Faith based abuse: National Action Plan
	Relationship abuse: disrespect nobody
Bullying	Preventing bullying including cyberbullying
Young people and the courts	Advice for 5-11-year olds witnesses in criminal courts
	Advice for 12-17 year old witnesses in criminal courts
Young people missing from education, home or care	Young people missing education
	Young person missing from home or care
	Young people and adults missing strategy

FARNEY CLOSE YOUNG PERSON PROTECTION POLICY: DECEMBER 2018

Young people with family members in prison	National Information Centre on Young people of Offenders
Young person Exploitation	County Lines: criminal exploitation of young people and vulnerable adults
	Young person sexual exploitation: guide for practitioners (Feb 2017)
	Trafficking: safeguarding young people
Drugs	Drugs: advice for schools
	Drug strategy 2017
	Information and advice on drugs
	ADEPIS platform sharing information and resources for schools: covering drug (& alcohol) prevention
“Honour Based Violence” (so called)	Female genital mutilation: information and resources
	Female genital mutilation: multi agency statutory guidance
	Forced marriage: information and practice guidelines
Health and Wellbeing	Fabricated or induced illness: safeguarding young people
	Rise Above: Free PSHE resources on health, wellbeing and resilience
	Medical-conditions: supporting young people at school
	Mental health and behaviour
Homelessness	Homelessness: How local authorities should exercise their functions
Online	Sexting: responding to incidents and safeguarding young people
Private fostering	Private fostering: local authorities
Radicalisation	Prevent duty guidance
	Prevent duty advice for schools
	Educate Against Hate Website

Violence	Gangs and youth violence: for schools and colleges
	Ending violence against women and girls 2016-2020 strategy
	Violence against women and girls: national statement of expectations for victims
	Sexual violence and sexual harassment between young people in schools and colleges
	Serious violence strategy
	Peer on Peer Abuse: https://www.gov.uk/government/groups/uk-council-for-young-person-internet-safety-ukccis

CONFIDENTIALITY

How do we manage confidentially within young person protection?

We recognise that all matters relating to young person protection are confidential and that GDPR regulations plays a part in this. Nevertheless:

- The DSL will disclose any young person protection related information about a young person to other members of staff only on a need to know basis.
- All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard young people.
- All staff must be aware that they cannot promise a young person to keep secrets if doing so might compromise the young person's safety or wellbeing.

We will always undertake to share our intention to refer a young person to Young people's Services with the parents /carers unless to do so could put the young person at greater risk of harm, or impede a criminal investigation. If in doubt, we will consult with the Duty Manager at the Assessment Team at Young people's Services.

DEALING WITH A DISCLOSURE

How do we deal with a disclosure of abuse?

If a young person discloses that he or she has been abused in some way, the member of staff should:

- Accept what the young person says.
- Stay calm, the pace should be dictated by the young person without them being pressed for detail by asking leading questions. It is our role to listen - not to investigate.
- Use open questions such as “Is there anything else you want to tell me?”
- Allow the young person to disclose without prejudice. It is not acceptable to prompt or ask leading questions – other than **WHO, WHAT, WHERE, WHEN AND WHO WAS THERE?**
- You can also ask: “have you spoken to anyone else about this”
- Acknowledge how hard it was for the young person to tell you.
- Do not criticise the perpetrator, the young person might have a relationship with them.
- Do not promise confidentiality, but reassure the young person that they have done the right thing, explain whom you will have to tell (the designated lead) and why; and, depending on the young person’s age, what the next stage will be. It is important that you avoid making promises that you cannot keep such as “I’ll stay with you all the time” or “It will be all right now”.

When recording information:

- Make some brief notes at the time or immediately afterwards; record the date, time, place and context of disclosure or concern.
- Record facts and what is said but not your assumption or interpretation.
- If it is an observation of bruising or an injury try to record detail, e.g. “right arm above elbow” Do not take photographs!
- Note the non-verbal behaviour and the key words in the language used by the young person (try not to translate into ‘proper terms’).
- It is important to keep these original notes and pass them on to the designated member of staff who may ask you to write a referral.
- We recognise that staff working in a school who have become involved with a young person who has suffered harm, or appears to be likely to suffer harm may find the situation stressful and upsetting. We will support such staff by providing an opportunity to talk through their anxieties with the DMS.

For further details of these categories please see Appendix 3.

ALLEGATIONS AGAINST STAFF

How do we deal with allegations against staff?

An allegation is any information which indicates that a member of staff may have:

- Behaved in a way that has, or may have harmed a young person
- Possibly committed a criminal offence against/related to a young person
- Behaved towards a young person or young people in a way which indicates s/he would pose a risk of harm if they work regularly or closely with young people

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

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 Young people and Young People in Education Settings*'.

<http://webarchive.nationalarchives.gov.uk/20100202100434/dcsf.gov.uk/everyyoungpersonmatters/resources-and-practice/ig00311/>

Every member of staff is given a copy of this document and signs to say that they have received it. A copy of this will be kept on employees' personnel file.

The person to whom an allegation is first reported should take the matter seriously and keep an open mind. S/he should not investigate or ask leading questions if seeking clarification. It is important not to make assumptions. Confidentiality should not be promised and the person should be advised that the concern will be shared on a 'need to know' basis only.

Actions to be taken include: making an immediate written record of the allegation using the informant's words - including time, date and place where the alleged incident took place, brief details of what happened, what was said and who was present. This record should be signed, dated and immediately passed on to the Head Teacher.

If staff members have concerns about another staff member then this should be referred to the Head teacher. If the concerns are about the Head Teacher, then the Chair of Governors should be contacted. The Chair of Governors in this school is:

NAME: **Sue Deane**

In the absence of the Chair of Governors, the Vice-Chair should be contacted. The Vice Chair in this school is:

NAME: **Carol Johns**

Contact with the Chair or the Vice Chair of Governors can be made through the school office. If for any reason this causes a delay (for example the office is closed) then the concerns should be referred to the Multi Agency Safeguarding Hub (MASH).

The recipient of an allegation must **not** unilaterally determine its validity, and failure to report it in accordance with procedures is a potential disciplinary matter. The Head Teacher or Chair will not investigate the allegation itself, or take written or detailed statements, but will assess whether it is necessary to refer the concern to the Local Authority Designated Officer.

If the allegation meets any of the three criteria set out at the start of this section, contact should always be made with the Local Authority Designated Officer without delay. If it is decided that the allegation meets the threshold for safeguarding, the next steps will take place in accordance with section 8.2 of the Sussex Child/Young Person Protection and Safeguarding Children/Young People Procedures.

If, at the completion of the allegations management process, a school or college dismisses an individual (or would have, had the person not left first) because the person poses a risk of harm to young people, the organisation must make a referral to the Disclosure and Barring Service. This is a legal duty and failure to refer when the criteria are met is a criminal offence.

If it is decided that the allegation does not meet the threshold for safeguarding, it will be handed back to the employer for consideration, (or to the Chair of Governors where the allegation made is against the Head teacher) via the school's internal procedures.

CHILDCARE DISQUALIFICATION

Disqualification by Association under the 2018 Child Care Disqualification Regulations applies to staff who work in a relevant child care provision, whether paid, volunteer or are on work placement.

This means that all members of staff **MUST** self-declare if their circumstances change as a result of events which negatively affect their suitability to work safely with children and young people; for example, an allegation of abuse against themselves or someone closely associated with them, e.g. partner, member of the family, or other household member, which could indicate a risk to any child or young person for whom the member of staff is responsible.

All self-reporting must be to the schools DSL.

Further information on this can be found on the following hyperlink:

<http://sussexyoungpersonprotection.procedures.org.uk/tkhp/young-people-in-specific-circumstances/allegations-against-people-who-work-with-care-for-or-volunteer-with-young-people>

WHISTLEBLOWING

Does the school have a policy on Whistleblowing?

Staff members are expected to raise any concerns that they may have regarding poor or unsafe practice directly with the school management team. The school does have a whistleblowing policy. This enables any member of staff to make complaints about conduct within the school to a person outside the school on a confidential basis and without fear that their confidentiality will be breached. This policy will rarely be applicable where a referral of abuse or risk to a young person needs to be reported unless that abuse or risk arises within the school itself. Referrals in such cases should still be made to the DMS or as indicated in this policy. Where the circumstances are such that a member of staff believes that a complaint can only safely be made to a person outside the school then reference should be made to the school's Whistleblowing Policy.

PHYSICAL INTERVENTION

What is the school's policy on Physical Intervention?

Our policy on physical intervention by staff is set out separately, and acknowledges that staff must only ever use physical intervention as a last resort.

Such events should be recorded and signed by a witness.

Staff likely to need to use physical intervention will be appropriately trained in the Team Teach technique.

Whenever physical interventions are used there is always a possibility of marking or damage to young people or members of staff despite the quality of training. Often this is because there is a link between the level of physicality

shown by a young person, and the level of intervention necessary to manage the situation.

BULLYING

What is the school's policy on Bullying?

Our policy on bullying (this includes homophobic and gender related bullying) is set out in the school's Anti-Bullying Policy.

PEER ON PEER ABUSE

What is peer on peer abuse?

Peer on peer abuse features physical, emotional, sexual and financial abuse of a young person/young person by their peers.

It can affect any young person/young person, sometimes vulnerable young people are targeted.

For example:

- Those living with domestic abuse or intra-familial abuse in their histories
- Young people in care
- Those who have experienced bereavement through the loss of a parent, sibling or friend
- Black and minority ethnic young people are under identified as victims but are over identified as perpetrators

Both girls and boys experience peer on peer abuse, however they are likely to experience it differently. For example, girls being sexually touched/assaulted or boys being subject to homophobic taunts/initiation/hazing type (rituals and other activities involving harassment, abuse or humiliation used as a way of initiating a person into a group) and violence.

What factors influence Peer on Peer abuse ?

Peer on peer abuse involves someone who abuses a 'vulnerability' or power imbalance to harm another, and have the opportunity or be in an environment where this is possible. While perpetrators of peer on peer abuse pose a risk to others they are often victims of abuse themselves.

It is influenced by the nature of the environments in which young people/young people spend their time, be it at home, school, with peers and in the wider community. It is built upon notions of power and consent, in much the same way

as exploitation, with power imbalances related to gender, social status within a group, intellectual ability, economic wealth, social marginalisation etc. These factors/influences/ pressures? can all be used to exert power over a peer.

What actions will the school take about Peer on Peer abuse?

The school deals with a wide continuum of young people's behaviour on a day to day basis and most cases will be dealt with via school based processes. These are outlined in the following policies and processes:

The Equality Policy

Behaviour & Anti-Bullying Policy & Leaflet

E-Safety Policy

Attendance Policy

Relationships and Sex Education and PSHE policies

The School Forum

Young person Quality Assurance Questionnaire

The Worries & Complaints Procedure

Opportunities to discuss concerns with school counsellors and therapists

Opportunities to discuss concerns with staff and senior members of staff.

The school's Regulation 20 Visitor

The Young people & Young Peoples Emotional Wellbeing and Mental Health

Advocate from the Brighton & Hove MIND Association

Risk assessments

The school will also act to minimise the risk of peer on peer abuse by ensuring the that it provides a safe environment, promotes positive standards of behaviour, has effective systems in place where young people can raise concerns and provides safeguarding through the curriculum via PSHE and other curriculum opportunities.

This may include targeted work with young people identified as vulnerable or being at risk and developing risk assessment and targeted work with those identified as being a potential risk to others.

What does the school do about serious concerns?

The school recognises that young people may abuse their peers physically, sexually and emotionally; this will not be tolerated or passed off as 'banter' or 'part of growing up'.

The school will take this as seriously as abuse perpetrated by an adult, and address it through the same processes as any safeguarding issue by making referral to relevant Safeguarding and Police bodies. We also recognise that young people who abuse others are also likely to have considerable welfare and safeguarding issues themselves.

How should members of staff respond to any concerns about Peer on Peer abuse or suspicions of this?

Peer to peer abuse may be a one off serious incident or an accumulation of incidents. Staff may be able to easily identify some behaviour/s as abusive however, in some circumstances, it may be less clear. In all cases the member of staff should discuss the concerns and seek advice from the Designated Safeguarding Lead (DSL).

When an allegation is made by a young person/young person against another young person/young person, members of staff should consider if the issues raised indicate that the young person and /or alleged perpetrator may have emerging needs, complex/serious needs or young person protection concerns.

Any suspicion or allegations that a young person has been sexually abused or is likely to sexually abuse another young person (or adult) should be referred immediately to the MASH or the Police.

Particular considerations for cases where peer on peer abuse is a factor include:

- What is the nature, extent and context of the behaviour including verbal, physical, sexting and/or online abuse.
- Was there coercion, physical aggression, bullying, bribery or attempts to ensure secrecy?
- What was the duration and frequency?
- Were other young people and /or adults involved?
- What is the young person's age, development, capacity to understand and make decisions (including anything that might have had an impact on this i.e. coercion), and family and social circumstances?
- What are the relative chronological and developmental age of the two young people and are there any differentials in power or authority?
- Is the behaviour age appropriate or not? Does it involve inappropriate sexual knowledge or motivation?
- Are there any risks to the young person themselves and others i.e. other young people in school, in the young person's household, extended family, peer group or wider social network.

What will the school's DSL do about Peer on Peer abuse?

Whenever there is an allegation of abuse made against a young person, the Designated Safeguarding Lead (DSL) and other appropriate staff will draw together separate risk assessments and action plans to support the victim and the perpetrator.

RACIST INCIDENTS

What is the school's policy on Racist Incidents?

Our policy on racist incidents is set out in the School's Equality Policy.

PREVENTING HARM

What do we do to prevent our young people from being harmed?

We recognise that the school plays a significant part in the prevention of harm to our young people by providing them with good lines of communication with trusted adults, supportive friends and an ethos of protection.

The school community will therefore:

- Establish and maintain an ethos where young people feel secure and are encouraged to talk and are always listened to.
- Ensure that all young people know there is an adult in the school whom they can approach if they are worried or in difficulty.
- Include across the curriculum, including Personal, Social, Health and Economic Education and Citizenship (PSHC), opportunities which equip young people with the skills they need to stay safe from harm and to know to whom they should turn to for help.

HEALTH & SAFETY

What is the school's policy on Health and Safety?

Our Health & Safety, E Safety and Off-Site Activities policies reflect the consideration we give to the protection of our young people both physically within the school environment and, for example, in relation to internet use, and when away from the school when undertaking school trips and visits.

APPENDIX 1 - INDICATORS OF HARM

PHYSICAL ABUSE

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

Indicators in the young person

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
- Petechial 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 young person will have had a fracture without the carers being aware of the young person's distress.

If the young person 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 young person 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 young person 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 young people under 5 is usually due to the carelessness of a parent or carer, but it may be self-harm even in young people.

Fabricated or Induced Illness

Professionals may be concerned at the possibility of a young person 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 young person developing abnormal attitudes to their own health
- Non organic failure to thrive - a young person 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 young person.

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

Burns and Scalds

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

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

Old scars indicating previous burns/scalds which did not have appropriate treatment or adequate explanation. Scalds to the buttocks of a young person, 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 young person gets in.
- A young person is unlikely to sit down voluntarily in a hot bath and cannot accidentally scald its bottom without also scalding his or her feet.
- A young person getting into too hot water of his or her own accord will struggle to get out and there will be splash marks elsewhere on the body.

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 young person is presented for treatment

Disinterested or undisturbed by accident or injury

Aggressive towards young person or others

Unauthorised attempts to administer medication

Tries to draw the young person into their own illness.

Past history of young personhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault

Parent / carer may be over involved in participating in medical tests, taking temperatures and measuring bodily fluids

Observed to be intensely involved with their young people, never taking a much needed break nor allowing anyone else to undertake their young person's care.

May appear unusually concerned about the results of investigations which may indicate physical illness in the young person

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

When there is past history of young personhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

EMOTIONAL ABUSE

Emotional abuse is the persistent emotional maltreatment of a young person such as to cause severe and persistent adverse effects on the young person's emotional development. It may involve conveying to young people 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 young person 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 young people. These may include interactions that are beyond the young person’s developmental capability, as well as overprotection and limitation of exploration and learning, or preventing the young person participating in normal social interaction.

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

Indicators in the young person

- Developmental delay
- Abnormal attachment between a young person and parent/carer e.g. anxious, indiscriminate or no attachment
- Aggressive behaviour towards others
- Young person scapegoated within the family
- Frozen watchfulness, particularly in pre-school young people
- 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 young people are exposed to abuse.
- Abnormal attachment to young person e.g. overly anxious or disinterest in the young person
- Scapegoats one young person in the family
- Imposes inappropriate expectations on the young person e.g. prevents the young person'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 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 young personhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.

NEGLECT

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

Once a young person 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 young person from physical and emotional harm or danger;
- ensure adequate supervision (including the use of inadequate care-givers);
- ensure access to appropriate medical care or treatment.

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

Indicators in the young person

Physical presentation

- Failure to thrive or, in older young people, short stature
- Underweight
- Frequent hunger
- Dirty, unkempt condition
- Inadequately clothed, clothing in a poor state of repair
- Red/purple mottled skin, particularly on the hands and feet, seen in the winter due to cold
- Swollen limbs with sores that are slow to heal, usually associated with cold injury
- Abnormal voracious appetite
- Dry, sparse hair
- Recurrent / untreated infections or skin conditions e.g. severe nappy rash, eczema or persistent head lice / scabies/ diarrhoea
- Unmanaged / untreated health / medical conditions including poor dental health
- Frequent accidents or injuries

Development

- General delay, especially speech and language delay
- Inadequate social skills and poor socialization

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 young person .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 young person'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
- Young person left with adults who are intoxicated or violent
- Young person 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 young personhood 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 young person to play and learn

Further information can be gained from the West Sussex document "Neglect Identification and Measurement Tool" <http://www.westsussexscb.org.uk/wp-content/uploads/NIMT-word.docx>

SEXUAL ABUSE

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

The activities may involve physical contact, including assault by penetration (for example, rape or oral sex) or non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing.

They may also include non-contact activities, such as involving young people in looking at, or in the production of, sexual images, watching sexual activities, encouraging young people to behave in sexually inappropriate ways, or grooming a young person 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 young people.

Indicators in the young person

Physical presentation

- Urinary infections, bleeding or soreness in the genital or anal areas
- Recurrent pain on passing urine or faeces
- Blood on underclothes
- Sexually transmitted infections
- Vaginal soreness or bleeding
- Pregnancy in a younger girl where the identity of the father is not disclosed and/or there is secrecy or vagueness about the identity of the father
- Physical symptoms such as injuries to the genital or anal area, bruising to buttocks, abdomen and thighs, sexually transmitted disease, presence of semen on vagina, anus, external genitalia or clothing

Emotional / behavioural presentation

- Makes a disclosure.
- Demonstrates sexual knowledge or behaviour inappropriate to age/stage of development, or that is unusually explicit
- Inexplicable changes in behaviour, such as becoming aggressive or withdrawn
- Self-harm - eating disorders, self-mutilation and suicide attempts
- Poor self-image, self-harm, self-hatred
- Reluctant to undress for PE
- Running away from home
- Poor attention / concentration (world of their own)
- Sudden changes in school work habits, become truant
- Withdrawal, isolation or excessive worrying
- Inappropriate sexualised conduct
- Sexually exploited or indiscriminate choice of sexual partners
- Wetting or other regressive behaviours e.g. thumb sucking
- Draws sexually explicit pictures

- Depression

Indicators in the parents

- Comments made by the parent/carer about the young person.
- 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 young personhood abuse, self-harm, somatising disorder or false allegations of physical or sexual assault or a culture of physical chastisement.
- Family member is a sex offender.

Appendix 2: Specific Safeguarding Issues:

Please see page 12 of this policy for a list of specific issues relating to safeguarding and details of links to government web-sites with more information regarding these issues.

In-addition the following information is from Keeping Young people Safe in Education 2018:

Young person Missing from Education

All young people, regardless of their circumstances, are entitled to a full time education which is suitable to their age, ability, aptitude and any special educational needs they may have. Local authorities have a duty to establish, as far as it is possible to do so, the identity of young people of compulsory school age who are missing education (not on a school role or in any other suitable provision) in their area.

Schools should put in place appropriate safeguarding policies, procedures and responses for young people who go missing from education (truant), particularly on repeat occasions. It is essential that all staff are alert to signs to look out for and the individual triggers to be aware of when considering the risks of potential safeguarding concerns such as travelling to conflict zones, FGM and forced marriage.

A young person going missing from education (truant) is a potential indicator of abuse or neglect. School and college staff should follow the school's or college's procedures for dealing with young people that go missing from education, particularly on repeated occasions, to help identify the risk of abuse and neglect, including sexual exploitation, and to help prevent the risks of their going missing in future.

The law requires all schools to have an admission register and, with the exception of schools where all young people are boarders, an attendance register. All young people must be placed on both registers.

All schools must inform their local authority of any young person who is going to be deleted from the admission register where they:

- have been taken out of school by their parents and are being educated outside the school system e.g. home education;
- have ceased to attend school and no longer live within reasonable distance of the school at which they are registered;
- have been certified by the school medical officer as unlikely to be in a fit state of health to attend school before ceasing to be of compulsory school age, and neither he/she nor his/her parent has indicated the intention to continue to attend the school after ceasing to be of compulsory school age;
- are in custody for a period of more than four months due to a final court order and the Company Directors does not reasonably believe they will be returning to the school at the end of that period; or,
- have been permanently excluded.

2 Regulation 4 of the Education (Young person Registration) (England) Regulations 2006 3 Regulation 12(3) of the Education (Young person Registration) (England) Regulations 2006

The Local Authority must be notified when a school is to delete a young person from its register under the above circumstances. This should be done as soon as the grounds for deletion are met, but no later than deleting the young person's name from the register. It is essential that schools comply with this duty, so that local authorities can, as part of their duty to identify young people of compulsory school age who are missing education, follow up with any young person who might be in danger of not receiving an education and who might be at risk of abuse or neglect.

All schools must inform the local authority (Young person Entitlement: Investigation) of any young person who fails to attend school regularly, or has been absent without the school's permission for a continuous period of 10

school days or more, at such intervals as are agreed between the school and the local authority (or in default of such agreement, at intervals determined by the Secretary of State).

Young person Sexual Exploitation

Young person sexual exploitation is a form of sexual abuse where young people are sexually exploited for money, power or status. It can involve violent, humiliating and degrading sexual assaults. In some cases, young people are persuaded or forced into exchanging sexual activity for money, drugs, gifts, affection or status. Consent cannot be given, even where a young person may believe they are voluntarily engaging in sexual activity with the person who is exploiting them. Young person Sexual Exploitation does not always involve physical contact and can happen online. A significant number of young people who are victims of sexual exploitation go missing from home, care and education at some point.

The following are typical vulnerabilities in young people prior to abuse:

- Living in a chaotic or dysfunctional household (including parental substance use, domestic violence, parental mental health issues, parental criminality).
- History of abuse (including familial young person sexual abuse, risk of forced marriage, risk of 'honour'-based violence, physical and emotional abuse and neglect).
- Recent bereavement or loss.
- Gang association either through relatives, peers, or intimate relationships (in cases of gang associated CSE only).
- Attending school with young people who are sexually exploited.
- Learning disabilities.
- Unsure about their sexual orientation or unable to disclose sexual orientation to their families.
- Friends with young people who are sexually exploited.
- Homeless.
- Lacking friends from the same age group.
- Living in a gang neighbourhood.
- Living in residential care.
- Living in hostel, bed and breakfast accommodation or a foyer.

- Low self-esteem or self-confidence.
- Young carer.

The following signs and behaviour are generally seen in young people who are already being sexually exploited:

- Missing from home or care or returning home late,
- Regularly miss school or education or do not take part in education.
- Physical injuries/harm.
- Drug or alcohol misuse.
- Involvement in offending.
- Repeat sexually-transmitted infections, pregnancy and terminations.
- Absent from school.
- Change in physical appearance.
- Evidence of sexual bullying and/or vulnerability through the internet and/or social networking sites.
- Estranged from their family.
- Receipt of gifts from unknown sources.
- Those associating with other young people involved in exploitation.
- Those with older boyfriends or girlfriends,
- Recruiting others into exploitative situations.
- Poor mental health.
- Changes in emotional well-being and behaviour,
- Self-harm.
- Thoughts of or attempts at suicide.

Evidence shows that any young person displaying several vulnerabilities from the above lists should be considered to be at high risk of sexual exploitation. Professionals should immediately start an investigation to determine the risk, along with preventative and protective action as required. However, it is important to note that young people without pre-existing vulnerabilities can still be sexually exploited. Therefore, any young person showing risk indicators in the second list, but none of the vulnerabilities in the first, should also be considered as a potential victim, with appropriate assessment and action put in place as required.

If you are a professional making a referral for a young person or young person who is at risk of CSE, the 'screening tool' Part A would usually be completed:

<http://www.westsussexscb.org.uk/professionals/helping-you-work/young-person-sexualexploitation/>

Completion of this should not delay you making a referral, however it may assist you in being clear about the key areas of concern and the level of risk.

For further information; Hyper-Link for the West Sussex CSE Promise:

<https://www.westsussex.gov.uk/media/7085/1ws31314-116-young-person-sexual-exploitation-a5-flyer-v1.pdf>

'Honour Based' Violence

So-called 'honour-based' violence (HBV) encompasses crimes, which have been committed to protect or defend the honour of the family and/or the community, including Female Genital Mutilation (FGM), forced marriage, and practices such as breast ironing. All forms of so-called HBV are abuse (regardless of the motivation) and should be handled and escalated as such. If in any doubt, staff should speak to the designated safeguarding lead. Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a young person being at risk of HBV, or already having suffered HBV.

Indicators

There is a range of potential indicators that a young person may be at risk of HBV. Guidance on the warning signs that FGM or forced marriage may be about to take place, or may have already taken place, can be found on pages 38-41 of the Multi-agency statutory guidance on FGM (pages 59-61 focus on the role of schools and colleges and pages 13-14 of the Multi-agency guidelines: Handling case of forced marriage).

Actions

If staff have a concern regarding a young person that might be at risk of HBV, they should activate local safeguarding procedures, using existing national and local protocols for multiagency liaison with police and young people's social care.

Where FGM has taken place, since 31 October 2015 there has been a mandatory reporting duty placed on teachers that requires a different approach (see following section).

FGM mandatory reporting duty

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

Section 5B of the Female Genital Mutilation Act 2003 (as inserted by section 74 of the Serious Crime Act 2015) places a statutory duty upon teachers along with regulated health and social care professionals in England and Wales, to report to the police where they discover (either through disclosure by the victim or visual evidence) that FGM appears to have been carried out on a girl under 18. Those failing to report such cases will face disciplinary sanctions. It will be rare for teachers to see visual evidence, as they should not be examining young people, but the same definition of what is meant by “to discover that an act of FGM appears to have been carried out” is used for all professionals to whom this mandatory reporting duty applies. Information on when and how to make a report can be found at [Mandatory reporting of female genital mutilation procedural information](#).

Teachers must personally report to the police cases where they discover that an act of FGM appears to have been carried out. Unless the teacher has a good reason not to, they should also still consider and discuss any such case with the school or college’s designated safeguarding lead and involve young people’s social care as appropriate. The duty does not apply in relation to at risk or suspected cases (i.e. where the teacher does not discover that an act of FGM appears to have been carried out, either through disclosure by the victim or visual evidence) or in cases where the woman is 18 or over. In these cases, teachers should follow local safeguarding procedures. The following is a useful summary of the FGM mandatory reporting duty: [FGM Fact Sheet](#).

Forced Marriage

Forcing a person into a marriage is a crime in England and Wales. A forced marriage is one entered into without the full and free consent of one or both parties and where violence, threats or any other form of coercion is used to cause a person to enter into a marriage. Threats can be physical or emotional and psychological. A lack of full and free consent can be where a person does not consent or where they cannot consent (if they have learning disabilities, for example). Nevertheless, some communities use religion and culture as a way to coerce a person into marriage. Schools and colleges can play an important role in safeguarding young people from forced marriage.

The Forced Marriage Unit has published [Multi-agency guidelines](#), with pages 32-36 focusing on the role of schools and colleges. School and college staff can contact the Forced Marriage Unit if they need advice or information: Contact:

Preventing Radicalisation

Protecting young people from the risk of radicalisation should be seen as part of schools' and colleges' wider safeguarding duties, and is similar in nature to protecting young people from other forms of harm and abuse. During the process of 'Radicalisation' it is possible to intervene to prevent vulnerable people being radicalised.

Radicalisation refers to the process by which a person comes to support terrorism and forms of extremism. Extremism is vocal or active opposition to fundamental British values, including democracy, the rule of law, individual liberty and mutual respect and tolerance of different faiths and beliefs. We also include in our definition of extremism calls for the death of members of our armed forces, whether in this country or overseas.

There is no single way of identifying an individual who is likely to be susceptible to an extremist ideology. It can happen in many different ways and settings. Specific background factors may contribute to vulnerability which are often combined with specific influences such as family, friends or online, and with specific needs for which an extremist or terrorist group may appear to provide an answer. The internet and the use of social media in particular has become a major factor in the radicalisation of young people.

As with other safeguarding risks, staff should be alert to changes in young people's behaviour which could indicate that they may be in need of help or protection. Staff should use their judgement in identifying young people who might be at risk of radicalisation and act proportionately, which may include making a referral to the Channel programme.

Prevent

From 1 July 2015, specified authorities, including all schools (and, since 18 September 2015, all colleges) as defined in the summary of this guidance, are subject to a duty under section 26 of the Counter-Terrorism and Security Act 2015 (the CTSA 2015), in the exercise of their functions, to have "due regard to the need to prevent people from being drawn into terrorism".⁸⁴ This duty is known as the Prevent duty. It applies to a wide range of public-facing bodies. Bodies to which the duty applies must have regard to statutory guidance issued under section 29 of the CTSA 2015. Paragraphs 57-76 of the **Revised Prevent duty guidance: for England and Wales** are specifically concerned with schools (but also cover young person's care). The guidance is set out in terms of four general themes: Risk assessment, working in partnership, staff training, and IT policies.

Schools are expected to assess the risk of young people being drawn into terrorism, including support for extremist ideas that are part of terrorist ideology.

This means being able to demonstrate both a general understanding of the risks affecting young people and young people in the area and a specific understanding of how to identify individual young people who may be at risk of radicalisation and what to do to support them. Schools should have clear procedures in place for protecting young people at risk of radicalisation. These procedures may be set out in existing safeguarding policies. It is not necessary for schools to have distinct policies on implementing the Prevent duty.

The Prevent duty builds on existing local partnership arrangements. For example, governing bodies and proprietors of all schools should ensure that their safeguarding arrangements take into account the policies and procedures of the Local Safeguarding Young People Board. Effective engagement with parents / the family should also be considered as they are in a key position to spot signs of radicalisation. It is important to assist and advise families who raise concerns and be able to point them to the right support mechanisms. Schools should also discuss any concerns in relation to possible radicalisation with a young person's parents in line with the individual school's safeguarding policies and procedures unless they have specific reason to believe that to do so would put the young person at risk.

The Prevent guidance refers to the importance of Prevent awareness training to equip staff to identify young people at risk of being drawn into terrorism and to challenge extremist ideas. Individual schools are best placed to assess the training needs of staff in the light of their assessment of the risk to young people at the school of being drawn into terrorism. As a minimum, however, schools should ensure that the designated safeguarding lead undertakes Prevent awareness training and is able to provide advice and support to staff on protecting young people from the risk of radicalisation.

Schools should ensure that young people are safe from terrorist and extremist material when accessing the internet in schools.

The department has also published advice for schools on the **Prevent duty**. The advice is intended to complement the Prevent guidance and signposts other sources of advice and support.

The Government has launched **educate against hate**, a website designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people. The website provides information on training

resources for teachers, staff and school and college leaders, such as Prevent e-learning, via the Prevent Training catalogue.

Channel

School and college staff should understand when it is appropriate to make a referral to the Channel programme.⁸⁵ Channel guidance is available at: **Channel Guidance**. An e-learning channel awareness programme for staff is available at: **Channel General Awareness**. Channel is a programme which focuses on providing support at an early stage to people who are identified as being vulnerable to being drawn into terrorism. It provides a mechanism for schools to make referrals if they are concerned that an individual might be vulnerable to radicalisation. An individual's engagement with the programme is entirely voluntary at all stages. In addition to information sharing, if a staff member makes a referral to Channel, they may be asked to attend a Channel panel to discuss the individual referred to determine whether support is required.

Section 36 of the CTSA 2015 places a duty on local authorities to ensure Channel panels are in place. The panel must be chaired by the local authority and include the police for the relevant local authority area. Following a referral, the panel will assess the extent to which identified individuals are vulnerable to being drawn into terrorism and, where considered appropriate and the necessary consent is obtained, arrange for support to be provided to those individuals. Section 38 of the CTSA 2015 requires partners of Channel panels to co-operate with the panel in the carrying out of its functions and with the police in providing information about a referred individual. Schools and colleges that are required to have regard to Keeping Young People Safe in Education are listed in the CTSA 2015 as partners required to cooperate with local Channel panels.

Criminal Exploitation of Young people and Vulnerable Adults – County Lines

County Lines is the police term for urban gangs supplying drugs to suburban areas and market and coastal towns using dedicated mobile phone lines or “deal lines”. It involves Young Person Criminal Exploitation (CCE) as gangs use young people and vulnerable people to move drugs and money.

County lines is a major, cross-cutting issue involving drugs, violence, gangs, safeguarding, criminal and sexual exploitation, modern slavery, and missing persons; and the response to tackle it involves the police, the National Crime Agency, a wide range of Government departments, local government agencies and VCS (voluntary and community sector) organisations.

How does it affect young people and vulnerable adults?

Like other forms of abuse and exploitation, county lines exploitation:

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

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

Who is most at risk?

Gangs are known to target vulnerable young people and adults; some of the factors that heighten a person's vulnerability include:

- Having prior experience of neglect, physical and/ or sexual abuse;
- Lack of a safe/stable home environment, now or in the past (domestic violence or parental substance misuse, mental health issues or criminality, for example);
- Social isolation or social difficulties;
- Economic vulnerability;
- Homelessness or insecure accommodation status;
- Connections with other people involved in gangs;
- Having a physical or learning disability;
- Having mental health or substance misuse issues;
- Being in care (particularly those in residential care and those with interrupted care histories).

Signs to look out for

A young person's involvement in county lines activity often leaves signs. A young person might exhibit some of these signs, either as a member or as an associate of a gang dealing drugs. Any sudden changes in a young person's lifestyle should be discussed with them. Some indicators of county lines involvement and exploitation are listed below, with those at the top of particular concern:

- Persistently going missing from school or home and / or being found out-of-area;
- Unexplained acquisition of money, clothes, or mobile phones

- Excessive receipt of texts / phone calls • Relationships with controlling / older individuals or groups
- Leaving home / care without explanation
- Suspicion of physical assault / unexplained injuries • Parental concerns
- Carrying weapons
- Significant decline in school results / performance
- Gang association or isolation from peers or social networks
- Self-harm or significant changes in emotional well-being

What to do if you are concerned

Any member of staff who is concerned about a young person's vulnerability or risk must inform the schools DSL who will follow the local safeguarding guidance and share information with local authority social care services.

Appendix 3: The importance of being Young person Focussed:

A Young Person Centred Approach

Effective safeguarding systems are young person centred. Failings in safeguarding systems are too often the result of losing sight of the needs and views of the young people within them, or placing the interests of adults ahead of the needs of young people.

Young people want to be respected, their views to be heard, to have stable relationships with professionals built on trust and to have consistent support provided for their individual needs. This should guide the behaviour of professionals. Anyone working with young people should:

- see and speak to the young person;
- listen to what they say;
- take their views seriously; and
- work with them collaboratively when deciding how to support their needs.

The Voice of the Young person

The participation of young people and young people in decisions that affect their lives is central to a wide range of government policy including the Young People Acts of 1989 & 2004 and the United Nations Convention on the Rights of the Young person 1991.

This requires us to ascertain the 'views, wishes and feelings' of young people and young people when determining what services to provide, or what action to take.

Every young person should be involved in creating and know what the plan is to keep them safe.

What happens when Young people and Young People are not listened to?

- Young people are less safe
- Young people are less happy and their wellbeing is lower
- Young people become less visible; adult needs can dominate
- Assumptions are made about young people's lives
- Knowledge about young people is limited to their relationships with adults

The Young Person's Voice: What Does "Good" Look Like?

- Making the young person central to the story being told.
- Young person centred thinking.
- No young person is too young to have a voice. Involve the young person regardless of age.
- Creative methods used to involve the young person or young person, meeting their learning and development needs, and their preferences.
- Co-production of plans, assessment and reviews; young people and young people should participate in producing essential documents about their lives.
- The young person or young person shouldn't have to tell their story over and over again. Professionals need to read what has already been written.
- Ownership and commitment across the structure is vital.
- Sharing understanding and meaning of the Young Person's Voice across agencies. Any agencies that spend time with the young person need to be involved in recording the Young Person's Voice.
- No rushing contact with the young person; even if you only have limited time, focus on them. Young people and young people should not know how busy you are.
- Managing how you leave a young person or young person after a hard moment.
- Having a real understanding of what makes a young person or young person's day good or not so good. What is a good start to their day? This links to their specific likes and dislikes.
- Enabling choice for the young person or young person. This also helps them learn to manage change.
- Feedback from the young person or young person on the value of being included and involved is essential. This can also support professional and practice development.
- Recording the journey travelled; achievement and attainment is more than standard (national) indicators.

- Endings and change is important and needs to be planned for.
- With the Young Person's Voice well evidenced, appropriate, detailed handover between professionals is imperative.

Diversity and Equality

The Equality Act 2010 which puts a responsibility on public authorities to have due regard to the need to eliminate discrimination and promote equality of opportunity. This applies to the process of identification of need and risk faced by the individual young person and the process of assessment. No young person or group of young people must be treated any less favourably than others in being able to access effective services which meet their particular needs.

Understanding and Respecting Diversity

A family's ethnicity and their language (including mode of communication) is ascertained and recorded in all family members' personal details on FWI at the earliest possible stage.

It is every staff member's responsibility to ensure that information about disability, ethnicity, communication needs and family relationships including extended family, friends and significant other people are correct and up to date. If a discrepancy is noted this needs to be raised with the SMT and corrected without delay.

Staff members need to undertake relevant research into the presenting issues, cultural difference, communication differences, and any other issues of difference with which the worker is unfamiliar, prior to working in a family, and for the duration as different issues arise.

Any research undertaken should be noted on a case note, and it should be apparent how this has been used to inform the assessment and intervention with the family.

Conclusion.

In updating this policy Farney Close has followed the West Sussex's Model Young person protection Policy as finalised by W. Sussex in September 2016 & according to the Government Guidance on "Keeping Young People Safe September Sept 2018"