



Policy Title:	Child Protection & Safeguarding Policy
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If you wish to discuss any aspect of this policy the member of staff you should see is:

David Burren, Deputy Principal and Designated Safeguarding Lead

Key contacts

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CONTENTS

Child Protection and Safeguarding Policy	4
Appendix A: The role of the Designated Safeguarding Lead	19
Appendix B: Child Protection and Safeguarding Procedure	21
1 Definitions	21
2 Categories of abuse	21
3 Specific safeguarding issues	22
4 Recognition – what to look for	26
5 Allegations of abuse made against other children	26
6 Safeguarding Children Continuum of Need	28
7 What action to take if you have concerns about a child	30
8 Dealing with a disclosure made by a child – advice for all members of staff	31
9 Early help for children and families	31
10 Children’s-Social-Care-led responses to concerns about a child	32
13 Record keeping	33
14 Professional challenge and disagreements	33
15 Safer recruitment	34
Useful Link	34
Key Document	34
College Policies	35
Appendix C: Managing Allegations/Concerns About Individuals Who Work With Children Flow Chart	36
1 Criteria - Working Together 2015	37
2 Next Steps	39
3 Out of Hours Referrals	40
4 Outcomes	40

Uckfield College

Policy for Child Protection and Safeguarding

1 Introduction

1. Safeguarding children is everyone's responsibility. Everyone who comes into contact with children and families has a role to play.
2. Safeguarding and promoting the welfare of children is defined as
 - Protecting children from maltreatment
 - Preventing impairment of children's health or development
 - Ensuring that children grow up in circumstances consistent with the provision of safe and effective care
 - Taking action to enable children to have the best outcomes
3. Child protection is the activity that is undertaken to protect specific children who are suffering, or are likely to suffer, significant harm.
4. Our students' welfare is our paramount concern. The governing body ensures that our college will safeguard and promote the welfare of students and work together with other agencies to ensure that our school has robust arrangements to identify, assess and support those children who are suffering or likely to suffer harm.
5. Our college is a community and all those directly connected, staff members, governors, parents, families and students, have an essential role to play in making it safe and secure.
6. Safeguarding incidents and/or behaviours can be associated with factors outside the school and/or can occur between children outside the school. All staff, but especially the DSL will consider the context within which such incidents and/or behaviours occur. This is known as contextual safeguarding, which simply means assessments of children should consider whether wider environmental factors are present in a child's life that are a threat to their safety and/or welfare.

2 Our Ethos

- 2.1 Our college provides a caring, positive, safe and stimulating environment that promotes the social, physical, emotional, intellectual and moral development of the individual child.
- 2.2 We recognise the importance of providing an environment within our college that will help children feel safe and respected. We recognise the importance of enabling children to talk openly and to feel confident that they will be listened to.
- 2.3 We recognise that all adults within the college, including permanent and temporary staff, volunteers and governors, have a full and active part to play in protecting our students from harm.
- 2.4 We work with parents and carers to build an understanding of the college's responsibilities to ensure the welfare of all children, including the need for referrals to other agencies in some situations.

3 Scope

- 3.1 In line with the law, this policy defines a child as anyone under the age of 18 years.

- 3.2 This policy applies to all members of staff in our college, including all permanent temporary and support staff, governors, volunteers, contractors and external service or activity providers.

3) Underpinning Values

3.1 Where there is a safeguarding issue, the College will work in accordance with the principles outlined in the Local Safeguarding Children's Board Child Protection procedures. The college works within the national guidance framework from the [DfE - Keeping Children Safe in Education \(September 2018\)](#). Every member of staff and governor has read this policy and it is referred to in all training. Every member of staff and governor is trained in our safeguarding and child protection policies every year.

- A child's welfare is paramount. Each child has a right to be protected from harm and exploitation and to have their welfare safeguarded;
- Each child is unique. Action taken will be child-centred, taking account of a child's cultural, ethnic and religious background, their gender, their sexual orientation, their individual ability and any special needs;
- On our work with our families children, parents and other carers are made aware of their responsibilities and their rights, together with advice about the power of professionals to intervene in their family circumstances;
- Each child has a right to be consulted about actions taken by others on his/her behalf. The concerns of children and their families will be listened to and due consideration given to their understanding, wishes and feelings;
- Individual family members will be involved in decisions affecting them. They will be treated with courtesy and respect and with due regard given to working with them in a spirit of partnership in safeguarding children's welfare;
- Open-mindedness and honesty guides each stage of assessment and of operational practice. The strengths of individual family members, as well as their needs, should be given due consideration;
- Personal information is usually confidential. It will only be shared with the permission of the individual concerned, unless the disclosure of confidential personal information is necessary in order to protect a child. In all circumstances, information will be confined to those people directly involved in the professional network of each individual child and on a strict "need to know" basis;
- Professionals should be aware of the effects of outside intervention upon children, upon family life and the impact and implications of what they say and do;
- Explanations by professionals to children, their families and other carers will be plainly stated and jargon-free. Unavoidable technical and professional terminology should be explained in simple terms;
- Sound professional practice is based upon positive inter-agency collaboration, evidence-based research and effective supervision and evaluation and all College staff leading safeguarding have appropriate training to discharge these duties effectively;
- Early intervention in providing support services under Section 17 of the Children's Act (1989) is an important principle of practice in inter-agency arrangements for safeguarding the welfare of children.

3.2) Guidance on 'Whether this is a Child Protection Matter'

If staff have significant concerns about any child they should make them known to the College's Designated Child Protection Teacher who is David Burren, Deputy Principal. These concerns may include:

Physical abuse:

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

Emotional abuse:

Is the emotional treatment 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 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 over-protection and limitation of exploration and learning, or preventing the child from participating in normal social interaction. It may involve seeing or hearing the ill treatment of another. It may involve serious 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.

Neglect:

Is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development? Neglect may occur during pregnancy as a result of maternal substance abuse. Once a child is born, neglect may involve a parent or carer failing to:

- Provide adequate food, clothing and shelter (*including exclusion from home or abandonment*)
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision (*including the use of inadequate care-givers*)
- Ensure access to appropriate medical care or treatment.
- It may also include neglect of, or unresponsiveness to, a child's basic emotional needs.

Sexual Abuse:

Involves forcing or enticing a child or young person to take part in sexual activities, including prostitution, whether or not the child is aware of what is happening. The activities may involve physical contact, including penetrative (*eg rape, buggery or oral sex*) or non-penetrative acts. They may include non-contact activities, such as involving children in looking at, or in the production of, sexual online images, watching sexual activities, or encouraging children to behave in sexually inappropriate ways. Sexual abuse includes 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.

Significant Harm:

It is not possible to rely on one absolute criterion when judging what constitutes significant harm. Consideration of the severity of ill-treatment may include the extent of the harm suffered, the context within which it occurred and its duration. It is the 'significant harm' threshold that justifies statutory intervention into family life and gives Local Authorities a duty to make enquiries to decide whether they should take action to safeguard or promote welfare of a child who is suffering or likely to suffer significant harm.

Child Sexual Exploitation (CSE):

Child sexual exploitation (CSE) is a type of sexual abuse in which children are sexually exploited for money, power or status. Children or young people may be tricked into believing they're in a loving, consensual relationship. They might be invited to parties and given drugs and alcohol. Sexual exploitation of children and young people under 18 involves exploitative situations, contexts and relationships where young people (or a third person or persons) receive 'something' (e.g. food, accommodation, drugs, alcohol, cigarettes, affection, gifts, money) as a result of them performing, and/or another or others performing on them, sexual activities. Child sexual exploitation can occur through the use of technology without the child's immediate recognition; for example being persuaded to post sexual images on the Internet/mobile phones without immediate payment or gain. In all cases, those exploiting the child/young person have power over them by virtue of their age, gender, intellect, physical strength and/or economic or other resources. Violence, coercion and intimidation are common, involvement in exploitative relationships being characterised in the main by the child or young person's limited availability of choice resulting from their social/economic and/or emotional vulnerability. Further details are given [here on the NSPCC website](#).

3.3) Talking To and Listening to Children

Confidentiality

Confidentiality is an issue that needs to be understood by all those working with children, particularly in the context of Child Protection. This is a complex area and involves consideration of a number of pieces of legislation. You can never guarantee confidentiality to a child as some kinds of information may need to be shared with others.

If a child chooses to disclose, you **SHOULD**:

- be accessible and receptive;
- listen carefully and uncritically at the child's pace;
- take what is said seriously;
- reassure the child that they are right to tell;
- tell the child that you must pass this information on;
- make a careful record of what was said.

The following approach to the conversation will ensure that the key facts are Gathered;

What happened?

Where did it happen?

*When did it happen? (relevant if forensic recovery is relevant)
Who did it?*

Pass the information on to our Designated Safeguarding (David Burren) lead or his deputy as soon as possible for further follow up.

You should **NEVER**:

- take photographs or examine an injury;
- investigate or probe aiming to prove or disprove possible abuse – never ask leading questions;
- make promises to children about confidentiality or keeping 'secrets';
- assume that someone else will take the necessary action;
- jump to conclusions or react with shock, anger or horror;
- speculate or accuse anybody;
- confront another person (*adult or child*) allegedly involved;
- offer opinions about what is being said or about the persons allegedly involved;
- forget to record what you have been told or what you have said;
- fail to pass the information on to the correct person;
- ask a child to sign a written copy of the disclosure.

For children with communication difficulties or who use alternative/augmented communication systems, you may need to take extra care to ensure that signs of abuse and neglect are identified and interpreted correctly, but concerns should be reported in exactly the same manner as for other children.

3.4) Recording and Reporting Concerns about the Safety and Welfare of a Child

All staff, volunteers and visitors have a responsibility to take prompt action if they are concerned about the safety and welfare of a student. All concerns about the safety and welfare of a student must be taken seriously. If you have any urgent concerns you must speak with the College's Designated Safeguarding Lead David Burren, Deputy Principal as soon as possible. If you have any concerns about a child's welfare please log the issue on My Concern (www.myconcern.education)

Well-kept records are essential in situations where it is suspected or believed that a student may be at risk from harm.

Records should:

- state who was present, time, date and place;
- use the child's words wherever possible;
- be factual/state exactly what was said;
- differentiate clearly between fact, opinion, interpretation, observation and/or allegation;
- be recorded in 'myconcern' or if on paper written in ink and signed by the recorder.

Non-urgent or Low-Level Concerns

All concerns about a student should initiate some form of action. Concerns that are of a non-urgent or low-level nature should still be recorded on 'myconcern'. Parents or carers should be informed of the concern, **unless** informing them would put the child at risk of harm.

3.5) Protecting Yourself against Allegations of Abuse

You should seek to keep your personal contact with children under review and seek to minimise the risk of any situation arising in which misunderstandings can occur. The following sensible precautions can be taken:

- do not touch a student. Resist a comforting hug or pat on the back. There is a fine line in a student's perception of where comfort stops and harassment/assault starts;
- do not spend any time alone with a student in a room. If this is unavoidable, work in a room where there is a glass panel in the door or leave the door open;
- make sure that other adults visit the room occasionally;
- avoid working in isolation with students unless thought has been given to safeguards.
- do not make jokes about students' personalities, gender, ethnic status, appearance, family, religion, etc;
- do not give out personal mobile phone numbers or private e-mail addresses
- do not give students lifts home in your car
- do not arrange to meet students outside of college hours
- do not chat to students on the social websites

Under the Sexual Offences Act 2003 it is a criminal offence for anyone working in an education setting to have a sexual relationship with a student even when the student is over the age of consent.

Any use of physical force or restraint against students will be carried out and documented in accordance with the relevant physical restraint policy. If it is necessary to use physical action to prevent a child from injury to themselves or others parents will be informed. Children will not be punished by any form of hitting, slapping, shaking or other degrading treatment.

3.6) Allegations of Abuse against a Professional

Children can be the victims of abuse by those who work with them in any setting. All allegations of abuse of children carried out by any staff member or volunteer should therefore be taken seriously.

If an allegation is received by the Principal or Chair of Governors the following will be taken into consideration as to whether the member of staff, volunteer or visitor:

- behaved in a way that has harmed a child, or may have harmed a student;
- possibly committed a criminal offence against or related to a student;
- behaved towards a student or students in a way that indicates s/he is unsuitable to work with children and young people.

Allegations of abuse made against staff, volunteers or visitors, whether historical or contemporary, will be dealt with by the Principal not the designated Child Protection teacher (*if the allegation is against the Head then it should be dealt with by the Chair of Governors*). The Principal or DSL will contact Education Personnel to discuss the allegation.

The fact that a member of staff offers to resign will not prevent the allegation procedure reaching a conclusion. College staff will involve other agencies in liaison with the Local Authority Designated Officer (LADO).

3.7) Recruitment, Supervision and Training for Staff

When recruiting new members of staff the College follows the guidance given in the DfES publication *Safeguarding Children and Safer Recruitment in Education (Jan 2007)*. There is a rigorous interview process with appropriate vetting checks undertaken from start to finish. The College's commitment to safeguarding and promoting the welfare of children and young people is clearly identified. The College ensures that ID, Qualification Checks (*including DfE Employer Access*), and DBS (Disclosure and Barring Service) checks are carried out for adults whether paid or unpaid.

Newly appointed staff will have initial training in Child Protection as part of their induction programme and will be given a copy of this Safeguarding Policy together with:

- Child Protection Policy
- ESCC – Staff Usage of Mobile Phones in College
- Social Media Policy

3.8) On-line Safety and Social Media

The growth of different electronic media in everyday life and an ever-developing variety of devices including PC's, tablets, laptops, mobile phones, webcams etc place an additional risk on our children.

Internet chat rooms, discussion forums or social networks can all be used as a means of contacting children and young people with a view to grooming them for inappropriate or abusive relationships. The anonymity of the internet allows adults, often pretending to be children, to have conversations with children and in some cases arrange to meet them.

Access to abusive images is not a 'victimless' act as it has already involved the abuse of children. The internet has become a significant tool in the distribution of indecent photographs of children and should be a concern to all those working with students at this College.

Students can engage in or be a target of bullying using a range of methods including text and instant messaging to reach their target. Mobile phones are also used to capture violent assaults of other children for circulation. The best protection is to make students aware of the dangers through curriculum teaching particularly PSCHE and sex education.

Sexting or Youth Produced Sexual Imagery - is the exchange of self-generated sexually explicit images, through mobile picture messages or webcams over the internet. Young people may also call it:

Cybersex

Sending a nudie, picture or selfie

'Sexting' is often seen as flirting by children and young people who feel that [it's a part of normal life](#).

If staff become aware of incidents of sexting parents and carers will be informed in order to protect the child. Sending explicit images via mobile devices is illegal but in almost all cases advice and guidance is the appropriate response to ensure a young person is kept safe, but other agencies will be involved (social services, TYS, WISE, police) where there is concern that the young person is at risk. Please let the Designated Safeguarding Lead or the pastoral leader know in any cases of sexting.

The latest guidance on how to follow up instances of youth produced sexual imagery is provided by the [College of Policing here](#). Resources to support school's work in this area [can be found here](#).

Protection is Prevention

Software is in place to minimise access and to highlight any person accessing inappropriate sites or information. Students are encouraged to discuss openly their use of technology and anything which makes them feel uncomfortable. *(If this results in child protection concerns the College's designated Child Protection teacher should be informed immediately).*

Clear policies outline the use of digital, video, cameras, webcams and mobile phones and students must agree to the ICT Acceptable Use Policy (*this is written into the ICT Schemes of Learning together with Student Cyber Safety*). The College employs a Teacher of ICT who is CEOP trained (*Child Exploitation and Online Protection*)

Students should **not** give out their personal details: phone numbers, home or College's address, computer passwords etc.

The Police will be involved if there is any criminal element to misuse of the internet, phones or any other form of electronic media.

3.9) Photographs and Images Published in the Media

The use of images of students in publications and the College website can be positive in the promotion of a happy and enriching learning environment, and motivating those whose achievements are recorded. There are however, potential dangers in the identification of students to an audience outside the College community. The College ensures that images used are suitable and this means that in the main, students under the age of 16 are wearing correct College uniform. Before publication, all parents of students photographed are asked for their consent and no names are identified.

When the Press take photographs, they have a legal right to name students in the published media unless the article is about an issue that involves the welfare of a child.

4 The Legal Framework

- 4.1 Section 175 of the Education Act 2002 places a duty on governing bodies of maintained schools and further education institutions (including sixth-form colleges) to make arrangements for ensuring that their functions relating to the conduct of the school are exercised with a view to safeguarding and promoting the welfare of children who are students at the school.
- 4.2 Under section 10 of the Children Act 2004, all maintained schools, further education colleges and independent schools, including free schools and academies, are required to cooperate with the local authority to improve the well-being of children in the local authority area.
- 4.3 Under section 14B of the Children Act 2004, the Local Safeguarding Children Board can require a school or further education institution to supply information in order to perform its functions. This must be complied with.
- 4.4 This policy and the accompanying procedure have been developed in accordance with the following statutory guidance and local safeguarding procedures:
- *Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children, March 2015*
 - [Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2018.](#)
 - [Pan-Sussex Child Protection and Safeguarding Procedures](#)

5 Roles and Responsibilities

- 5.1 The school's designated child protection lead (DSL) **is David Burren**. We have a deputy **DSL (Dan Wynne-Wilson)**. The DSL's responsibilities are described in Appendix A. David Burren is on our school's leadership team and his role as DSL is explicit in his job description.
- 5.2 The school has a nominated governor responsible for safeguarding to champion good practice, to liaise with the Principal and to provide information and reports to the governing body. Our governor with responsibility for Child Protection **is Paul Stephens**.
- 5.3 The case manager for dealing with allegations of abuse made against school staff members is the Principal. The case manager for dealing with allegations against the Principal is the chair of governors. The procedure for managing allegations is detailed in Appendix B.
- 5.4 Our Principal, Hugh Hennebry, ensures the policies and procedures adopted by the governing body are fully implemented and sufficient resources and time are allocated to enable staff members to discharge their safeguarding responsibilities. All members of staff, volunteers and governors are trained in our child protection and safeguarding procedures every year and records of this training are kept.
- 5.5 The governing body is collectively responsible for ensuring that safeguarding arrangements are fully embedded within the college's ethos and reflected in the college's day-to-day practice.
- 5.6 All staff members, governors, volunteers and external providers know how to recognise signs and symptoms of abuse (annual training is provided for all staff with regular updates through the year), how to respond to students who disclose abuse and what to do if they are concerned about a child.

6 Supporting Children

- 6.1 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 some sense of blame. Our college may be the only stable, secure and predictable element in their lives.
- 6.2 We accept that the behaviour of a child in these circumstances may range from that which is perceived to be normal to aggressive or withdrawn.
- 6.3 Our college will support all students by:
- ensuring the content of the curriculum includes social and emotional aspects of learning;
 - ensuring a comprehensive curriculum response to e-safety, enabling children and parents to learn about the risks of new technologies and social media and to use these responsibly;
 - ensuring that child protection is included in the curriculum to help children stay safe, recognise when they do not feel safe and identify who they might or can talk to;
 - providing students with a number of appropriate adults to approach if they are in difficulties;
 - supporting the child's development in ways that will foster security, confidence and independence;
 - encouraging development of self-esteem and self-assertiveness while not condoning aggression or bullying;
 - ensuring hate incidents, e.g. racist, homophobic, transphobia or gender- or disability-based bullying, are considered under child protection procedures;
 - liaising and working together with other support services and those agencies involved in safeguarding children; and
 - monitoring children who have been identified as having welfare or protection concerns and providing appropriate support.
 - ensuring that all staff understand the additional safeguarding vulnerabilities for certain groups of children or characteristics, and how to address them.
- 6.4 Additional vulnerabilities and characteristics can include:
- Looked after children
 - Previously looked after children
 - Care leavers
 - Children with special educational needs or disabilities
 - Young carers
 - Children showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups
 - Children frequently go missing from care or from home
 - Children misusing drugs or alcohol themselves;
 - Children at risk of modern slavery, trafficking or exploitation;
 - Children in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse
 - Children who have returned home to their family from care;
 - Children showing early signs of abuse and/or neglect;
 - Children at risk of being radicalised or exploited;
 - Privately fostered children
- 6.5 Children with special educational needs (SEN) and disabilities can face additional safeguarding challenges and additional barriers can exist when recognising abuse and neglect in this group of children. These can include:

- assumptions that indicators of possible abuse such as behaviour, mood and injury relate to the child's disability without further exploration;
- being more prone to peer group isolation than other children;
- the potential for children with SEN and disabilities being disproportionately impacted by behaviours such as bullying, without outwardly showing any signs; and
- communication barriers and difficulties in overcoming these barriers.

To address these additional challenges our school will ensure that these children receive additional monitoring and pastoral support.

7 Child Protection and Safeguarding Procedure

- 7.1 We have developed a structured procedure in line with [Pan-Sussex Child Protection and Safeguarding Procedures](#) which will be followed by all members of the school community in cases of suspected abuse. This is detailed in Appendix B.
- 7.2 In line with the procedures, the relevant Children's Services Duty and Assessment Team will be notified as soon as there is a significant concern.
- 7.3 All parents and carers are made aware that David Burren is our DSL, Dan Wynne-Wilson, the deputy DSL and this information is clearly displayed around the college.
- 7.4 All parents and carers are aware of the responsibilities of staff members to safeguard and promote the welfare of children by publishing the policy and procedures on our website and by referring to them in our introductory school materials.

8 Record Keeping

- 8.1 All child protection and welfare concerns will be recorded and kept in line with the East Sussex Local Safeguarding Children Board guidance [Keeping Child Protection and Welfare Concerns: Guidance for Early Years Settings, Schools and Colleges July 2017](#)
- 8.3 Attendance patterns are reviewed and responded to under safeguarding arrangements
- 8.4 We will continue to support any pupil leaving the school about whom there have been concerns by ensuring that all appropriate information, including welfare and safeguarding concerns, is forwarded under confidential cover to the pupil's new school as a matter of priority, and within 5 working days. (ESCC best practice is that this should be actioned within five working days).
- 8.5 When a pupil is due to transfer to another school the DSL will consider if it would be appropriate to share any information with the new school or college in advance of the pupil leaving. For example, information that would allow the new school or college to continue supporting victims of abuse and have that support in place for when the child arrives.
- 8.6 When a new pupil joins our school, and there is a record of safeguarding or welfare concerns, we will ensure that this information is shared appropriately with the DSL, the Special Education Needs Coordinator (SENCO) and the Designated Teacher for LAC, as necessary.

9 Safer Workforce and Managing Allegations against Staff and Volunteers

- 9.1 We prevent people who pose risks to children from working in our school by ensuring that all individuals working in any capacity at our school have been subjected to

safeguarding checks in line with the statutory guidance [Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2018.](#)

- 9.2 We ensure that agencies and third parties supplying staff provide us evidence that they have made the appropriate level of safeguarding checks on individuals working in our school.
- 9.3 Every job description and person specification has a clear statement about the safeguarding responsibilities of the post holder.
- 9.4 We have a procedure in place to handle allegations against members of staff and volunteers in line with [Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2018.](#) This procedure is detailed in Appendix B.

10 Staff Induction, Training and Development

- 10.1 All new members of staff, including newly-qualified teachers and teaching assistants, will be given induction that includes basic child protection training on how to recognise signs of abuse, how to respond to any concerns, e-safety and familiarisation with the safeguarding and child protection policy, staff code of conduct, [Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2018.](#) and other related policies.
- 10.2 The induction will be proportionate to staff members' roles and responsibilities and will include, at a minimum, the online child protection training provided by the East Sussex Local Safeguarding Children Board. This training can be accessed from [Czone](#)
- 10.3 David Burren undergoes updated child protection training every year. The DSL's last training occurred on June 2018, with the Deputy DSL receiving his full child protection training in February 2018
- 10.4 All staff members of the school undergo safeguarding and child protection training (whole-school training) which is updated annually. All governors undergo governor specific online awareness training at least every two years.
- 10.5 Staff members who miss the whole-school training will be required to undertake other relevant training to make up for it, e.g. by joining another school's whole-school training.
- 10.6 The nominated governor for safeguarding and child protection has undergone live Governor Services training prior to or soon after appointment to the role; this training will be updated annually.
- 10.7 The school maintains accurate records of staff induction and training.
- 10.8 If any member of staff has concerns about the safeguarding policy and its operation in practice they should raise this with the Principal or safeguarding governor, if they feel unable to do that they can contact the Local Authority representative as part of the SLES team or the NSPCC [national whistleblowing helpline.](#)

11 Confidentiality, Consent and Information Sharing

- 11.1 All matters relating to child protection are confidential.
- 11.2 Hugh Henneby (our Principal) or David Burren will disclose any information about a pupil to other members of staff on a need-to-know basis only.
- 11.3 All staff members must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or well-being.
- 11.4 All staff members have a professional responsibility to share information with other agencies in order to safeguard children.

- 11.5 All our staff members who come into contact with children will be given appropriate training to understand the purpose of information sharing in order to safeguard and promote children's welfare.
- 11.6 We will ensure that staff members are confident about what they can and should do under the law, including how to obtain consent to share information and when information can be shared without consent. This is covered in greater detail in Appendix B.

12 Inter-agency working

- 12.1 We will develop and promote effective working relationships with other agencies, including agencies providing early help services to children, the police and Children's Social Care.
- 12.2 We will ensure that relevant staff members participate in multi-agency meetings and forums, including child protection conferences and core groups, to consider individual children.
- 12.3 We will participate in serious case reviews, other reviews and file audits as and when required to do so by the East Sussex Local Safeguarding Children Board. We will ensure that we have a clear process for gathering the evidence required for reviews and audits, embedding recommendations into practice and completing required actions within agreed timescales.

13 Contractors, service and activity providers and work placement providers

- 13.1 We will ensure that contractors and providers are aware of our school safeguarding and child protection policy and procedures. We will require that employees and volunteers provided by these organisations use our procedure to report concerns.
- 13.2 We will seek written notification that employees and volunteers provided by these organisations and working with our children have been subjected to the appropriate level of safeguarding check in line with *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, September 2018*. If assurance is not obtained, permission to work with our children or use our school premises may be refused.
- 13.3 When we commission services from other organisations, we will ensure that compliance with our policy and procedures is a contractual requirement.
- 13.4 When the school place a pupil with an alternative provision provider, the school continues to be responsible for the safeguarding of that pupil. The school will obtain written confirmation from the alternative provider that appropriate safeguarding checks have been carried out on individuals working at the establishment, i.e. those checks that the school would otherwise perform in respect of its own staff.

14 Whistleblowing and complaints

- 14.1 We recognise that children cannot be expected to raise concerns in an environment where staff members fail to do so.
- 14.2 We will ensure that all staff members are aware of their duty to raise concerns, where they exist, about the management of safeguarding and child protection, which may include the attitude or actions of colleagues. If necessary, they will speak with the headteacher, the chair of the governing body or with the Local Authority Designated Officer (LADO). Should staff not feel able to raise concerns they can call the NSPCC whistleblowing helpline on 0800 028 0285.

- 14.3 We have a clear reporting procedure for children, parents and other people to report concerns or complaints, including abusive or poor practice.

15 Site Security

- 15.1 All staff members have a responsibility to ensure our buildings and grounds are secure and for reporting concerns that may come to light.
- 15.2 We check the identity of all visitors and volunteers coming into school. Visitors are expected to sign in and out in the office visitors' log and to display a visitor's badge (and appropriately coloured lanyard) while on the school site. Any individual who is not known or identifiable will be challenged for clarification and reassurance.
- 15.3 The school will not accept the behaviour of any individual, parent or anyone else, 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 the person access to the school site.

16 Quality Assurance

- 16.1 We will ensure that systems are in place to monitor the implementation of and compliance with this policy and accompanying procedures. This will include periodic audits of welfare concern and safeguarding files and records by the DSL
- 16.2 We will complete an audit of the school's safeguarding arrangements at frequencies specified by the East Sussex Local Safeguarding Children Board and using the audit tool provided by them for this purpose.
- 16.3 The school's senior management and the governing body will ensure that action is taken to remedy without delay any deficiencies and weaknesses identified in safeguarding and child protection arrangements.

17 Policy Review

- 17.1 This policy and the procedures will be reviewed twice every academic year. All other linked policies will be reviewed in line with the policy review cycle. This policy was reviewed on Thursday 19 July 2018.
- 17.2 David Burren will ensure that staff members are made aware of any amendments to policies and procedures.

18 Linked Policies and Procedures

- 18.1 The following policies and procedures are relevant for the child protection and safeguarding policy and procedure.
- Administration of Medicines Policy
 - Anti-Bullying Policy
 - Attendance Policy
 - Behaviour Policy
 - Children Missing from Education Policy and Procedures
 - Complaints procedure
 - Drug and Alcohol Education Policy
 - E-safety Policy
 - Equalities Policy

- Keeping Records of Child Protection and Welfare Concerns: Guidance for Early Years Settings, Schools and Colleges
- Health and Safety Policy and other linked policies and risk assessments
- ICT Acceptable Use Policy
- Offsite Activities and Educational Visits Policy and risk assessments
- Physical Education and Sports Guidance
- Positive Handling and Physical Intervention Policy and Guidance
- Premises Inspection Checklist
- PSHEe Policy
- Pupil Images Policy
- Recruitment and Selection Policy and procedures
- Teachers' Standards, Department for Education guidance available on [GOV.UK website](https://www.gov.uk)
- Sex and Relationship Education Policy
- Social Media Policy
- Special Educational Needs and Disabilities Policy
- Spiritual, Moral, Social and Cultural Development Policy
- Staff code of conduct/behaviour policy
- Work Experience Handbook

APPENDIX A

THE ROLE OF THE DESIGNATED SAFEGUARDING LEAD

1 Managing Referrals

- 1.1 Refer all cases of suspected abuse to East Sussex Children's Social Care and to the Police if a crime may have been committed.
- 1.2 Liaise with the Principal about safeguarding issues relating to individual children, especially ongoing enquiries under section 47 of the Children Act 1989.
- 1.3 Act as a source of support, advice and expertise to staff members on matters of child protection and safeguarding.
- 1.4 Liaise with agencies providing early help services and coordinate referrals from the school to targeted early help services for children in need of support.

2 Record Keeping

- 2.1 Keep written records of child protection and welfare concerns in line with East Sussex Local Safeguarding Board guidance [*Keeping Child Protection and Welfare Concerns: Guidance for Early Years Settings, Schools and College* January 2014](#).
- 2.2 Ensure a stand-alone file is created as necessary for children with safeguarding concerns.
- 2.3 Maintain a chronology of significant incidents for each child with safeguarding concerns.
- 2.4 Ensure such records are kept confidentially and securely and separate from the child's educational record.
- 2.5 When a child leaves our school, David Burren and or the pastoral team makes contact with the DSL at the new school and will ensure that the child protection file is forwarded to the receiving school in an appropriately agreed manner. We retain evidence to demonstrate how the file has been transferred; this may be in the form of a written confirmation of receipt from the receiving school and/or evidence of recorded delivery. Where a parent elects to remove their child from the school roll to home educate, the school will make arrangements to pass any safeguarding concerns to ISEND – Teaching and Learning Provision.

3 Inter-Agency Working And Information Sharing

- 3.1 Cooperate with Children's Social Care for enquiries under section 47 of the Children Act 1989. Section 47 places a duty on LAs to investigate and make inquiries into the circumstances of children considered to be at risk of 'significant harm' and, where these inquiries indicate the need, to decide what action, if any, it may need to take to safeguard and promote the child's welfare. The investigation will form a core assessment, which is an in-depth assessment of the nature of the child's needs and the capacity of his or her parents to meet those needs within the wider family and community context.
- 3.2 Attend, or ensure other relevant staff members attend, child protection conferences, core group meetings and other multi-agency meetings, as required.
- 3.3 Liaise with other agencies working with the child, share information as appropriate and contribute to assessments.

4 Training

- 4.1 Undertake appropriate training, **annually**, in order to
- be able to recognise signs of abuse and how to respond to them, including special circumstances such as child sexual exploitation, female genital mutilation, fabricated or induced illness (see chapter 8 of the [Pan-Sussex Child Protection and Safeguarding Procedures](#));
 - understand the assessment process for providing early help and intervention, e.g. the East Sussex Safeguarding Children Continuum of Need guidance and tools and the early help planning processes;
 - have a working knowledge of how the local authority conducts initial, and review, child protection case conferences and contribute effectively to these; and
 - be alert to the specific needs of children in need (as specified in section 17 of the Children Act 1989), those with special educational needs, pregnant teenagers and young carers.
- 4.2 Ensure each member of staff has access to and understands the school's safeguarding and child protection policy and procedures, including providing induction on these matters to new staff members.
- 4.3 Organise whole-school child protection training for all staff members annually. Ensure staff members who miss the training receive it by other means, e.g. by joining another school's training.
- 4.4 Link with East Sussex Local Safeguarding Children Board to identify appropriate training opportunities for relevant staff members.
- 4.5 Ensure the school allocates time and resources every year for relevant staff members to attend training.
- 4.6 Encourage and model a culture of listening to children and taking account of their wishes and feelings in any action the college takes to protect them.
- 4.7 Maintain accurate records of staff induction and training.

5 Awareness Raising

- 5.1 Review the safeguarding and child protection policy and procedures annually and liaise with the school's governing body to update and implement them
- 5.2 Make the safeguarding and child protection policy and procedures available publicly and raise awareness of parents that referrals about suspected abuse may be made and the role of the college in any investigations that ensue.
- 5.3 Provide an annual briefing to the school on any changes to child protection legislation and procedures and relevant learning from local and national serious case reviews.

6 Quality Assurance

- 6.1 Monitor the implementation of and compliance with policy and procedures, including periodic audits of child protection and welfare concerns files (at a minimum once a year).
- 6.2 Complete an audit of the school's safeguarding arrangements at frequencies specified by the East Sussex Local Safeguarding Children Board. Last audit conducted in December 2017.
- 6.3 Provide regular reports to the governing body detailing changes and reviews to policy, training undertaken by staff members and the number of children with child protection plans and other relevant data.

- 6.4 Take lead responsibility for remedying any deficiencies and weaknesses identified in child protection arrangements.

APPENDIX B

CHILD PROTECTION AND SAFEGUARDING PROCEDURE

1 Definitions

- 1.1 **Abuse**, including neglect, is a form of maltreatment. A person may abuse a child by inflicting harm or by failing to prevent harm. Children may be abused within their family, in an institutional or community setting, online, by those known to them, or, more rarely, by a stranger.
- 1.2 **Children** are any people who have not yet reached their 18th birthday; a 16-year-old, whether living independently, in further education, in the armed forces or in hospital, is a child and is entitled to the same protection and services as anyone younger.
- 1.3 **Child protection** is part of safeguarding and promoting the welfare of children and refers to activity undertaken to protect specific children who are suffering, or likely to suffer, significant harm.
- 1.4 **Early help** means providing support as soon as a problem emerges, at any point in a child's life, from the foundation years to teenage years.
- 1.5 **Harm** is ill treatment or impairment of health and development, including impairment suffered from seeing or hearing the ill treatment of another.
- 1.6 **Safeguarding children** is the action we take to promote the welfare of children and protect them from harm. **Safeguarding and promoting the welfare of children** is defined in [*Working Together to Safeguard Children: A Guide to Inter-Agency Working to Safeguard and Promote the Welfare of Children \(March 2015\)*](#) as:
- protecting children from maltreatment;
 - preventing impairment of children's health and development;
 - ensuring that children grow up in circumstances consistent with the provision of safe and effective care; and
 - taking action to enable all children to have the best outcomes.
- 1.7 **Significant harm** is the threshold that justifies compulsory intervention in the family in the best interests of the child. Section 31 of the Children Act 1989 states 'where the question of whether harm suffered by a child is significant turns on the child's health or development, his health or development shall be compared with that which could reasonably be expected of a similar child.'
- 1.8 For more definitions, see [*Pan-Sussex Child Protection and Safeguarding Procedures*](#).

2 Categories of Abuse

- 2.1 **Emotional abuse** is the persistent emotional maltreatment of a child such that it causes severe and persistent adverse effects on the child's emotional development. It may involve:
- making a child feel worthless, unloved or inadequate
 - only there to meet another's needs
 - inappropriate age or developmental expectations
 - overprotection and limitation of exploration, learning and social interaction
 - seeing or hearing the ill treatment of another, e.g. domestic abuse
 - making the child feel worthless and unloved - high criticism and low warmth
 - serious bullying
 - exploitation or corruption
- Some level of emotional abuse is involved in all types of maltreatment of a child, although it may occur alone.
- 2.2 **Neglect** is the persistent failure to meet a child's basic physical or psychological needs, likely to result in the serious impairment of the child's health or development. Neglect

may occur during pregnancy as a result of maternal substance misuse. Once a child is born, it may involve a parent failing to:

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

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

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

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

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

3 Specific Safeguarding Issues

3.1 School staff members need to be aware of specific safeguarding issues and be alert to any risks. Chapter 8 of the [Pan-Sussex Child Protection and Safeguarding Procedures](#) has detailed information about specific issues such as child sexual exploitation, fabricated or induced illness, female genital mutilation, private fostering, etc., and the local procedures to respond to risks.

3.2 The government website, [GOV.UK](#), has broad government guidance on a variety of issues. The following is not a comprehensive list and staff members should search the GOV.UK website and the *Pan-Sussex Procedures* for advice on other issues.

- child sexual exploitation (CSE)
- bullying including cyberbullying
- domestic violence
- drugs
- fabricated or induced illness
- faith abuse
- female genital mutilation (FGM)
- forced marriage
- gangs and youth violence
- gender-based violence/violence against women and girls (VAWG)
- mental health
- private fostering
- preventing radicalisation and the Prevent duty
- sexting
- teenage relationship abuse
- Trafficking

3.3 Further information on Child Sexual Exploitation

Child sexual exploitation (CSE) involves exploitative situations, contexts and relationships where young people receive something (for example food, accommodation, drugs, alcohol, gifts, money or in some cases simply affection) as a result of engaging in sexual activities. Sexual exploitation can take many forms ranging from the seemingly 'consensual' relationship where sex is exchanged for affection or gifts, to serious organised crime by gangs and groups. What marks out exploitation is an imbalance of power in the relationship. The perpetrator always holds some kind of power over the victim which increases as the exploitative relationship develops. Sexual exploitation involves varying degrees of coercion, intimidation or enticement, including unwanted pressure from peers to have sex, sexual bullying including cyberbullying and grooming. However, it is also important to recognise that some young people who are being sexually exploited do not exhibit any external signs of this abuse.

Teachers and school staff are more likely to see victims on a regular basis than almost any other professional. They will notice recurrent or prolonged absences and significant changes in behaviour. The use of the 'chronology' in the East Sussex Local Safeguarding Children's Board guidance – Keeping Records of Child Protection and Welfare Concerns: Guidance for Early Years, Schools and Colleges – will enable these patterns to be identified. They are key to identifying children at risk and raise concerns at an early stage, to potentially halt the grooming process before sexual exploitation has begun. Teachers will highlight concerns about missing children as they may be at risk of child sexual exploitation.

Due to the nature of the grooming methods used by their abusers, it is very common for children and young people who are sexually exploited not to recognise that they are being abused. Practitioners should be aware that young people particularly aged 17 and 18 may believe themselves to be acting voluntarily and will need practitioners to work with them so they can recognise that they are being sexually exploited.

As much as possible it is important that the young person is involved in decisions that are made about them.

Link to LSCB Child Sexual Exploitation procedures;

http://pansussexscb.proceduresonline.com/chapters/p_sex_exploit.html

Link to DfE 'What to do if you suspect a child is being sexually abused': This should be read in conjunction with statutory guidance

<https://www.gov.uk/government/publications/what-to-do-if-you-suspect-a-child-is-being-sexually-exploited>

Link to DfE Statutory Guidance outlining how organisations and individuals should work together to protect young people from sexual exploitation.

<https://www.gov.uk/government/publications/safeguarding-children-and-young-people-from-sexual-exploitation-supplementary-guidance>

Attention is drawn to: The WISE project : A specialist project working with and supporting young people at risk of or experiencing sexual exploitation in East Sussex.

Contact the WISE Project on: 07793 325649

or email: wise@sussexcentralymca.org.uk

3.4 **Further information on Female Genital Mutilation**

Female Genital Mutilation (FGM): professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject. Staff should activate local safeguarding procedures, using existing national and local protocols for multi-agency liaison with police and children's social care.

Warning signs that FGM may be about to take place, or may have already taken place, can be found on pages 16-17 of the Multi-Agency Practice Guidelines referred to below. The DFE Multi-Agency Practice Guidelines, chapter 9 (page 42)

Guidelines for school, colleges and universities sets out how staff can make a difference; 'Girls who are threatened with, or who have undergone FGM may withdraw from education, restricting their educational and personal development. They may feel unable to go against the wishes of their parents and consequently may suffer emotionally. Staff may become aware of a student because she appears anxious, depressed and emotionally withdrawn. They may be presented with a sudden decline in her performance, aspirations or motivation. There may be occasions when a student comes to school or college but then absents herself from lessons, possibly spending prolonged periods in the bathroom.

Students who fear they may be at risk of FGM can often come to the attention of, or turn to, a teacher, lecturer or other member of staff before seeking help from the police or social services. Sometimes the student's friends report it to staff. Teachers, lecturers and other members of staff are in an ideal position to identify and respond to a victim's needs at an early stage'

Link to DFE multi agency practice guidelines for female-genital-mutilation (June 2014)
<https://www.gov.uk/government/publications/female-genital-mutilation-guidelines>

[Our FGM Risk Assessment tool is here.](#)

3.5 **Further information on Preventing Radicalisation**

The Counter-Terrorism and Security Act, which received Royal Assent on 12 February 2015, places a duty on specified authorities, including local authorities and childcare, education and other children's services providers, in the exercise of their functions, to have due regard to the need to prevent people from being drawn into terrorism ("the Prevent duty").

The Counter-Terrorism and Security Act 2015 will also place a duty on local authorities to ensure Channel panels are in place. The panel must include the local authority and chief officer of the local police. Panels will assess the extent to which identified individuals are vulnerable to being drawn into terrorism, following a referral from the police and where considered appropriate and necessary consent is obtained, arrange for support to be provided to those individuals. The Act will require partners of Channel

panels to co-operate with the panel in the carrying out of its functions and with the police in undertaking the initial assessment as to whether a referral is appropriate.

Schools and colleges which are required to have regard to Keeping Children Safe in Education are listed in the Act as partners of the panel. The relevant provisions of the Act will come into force on 12 April 2015 but many local authorities already have Channel panels set up in their area.

Our annual prevent [risk assessment \(2018-19\) is here.](#)

Channel Training

'Channel' is the name for the process of referring a person for early intervention and support, including:

- identifying people at risk of being drawn into terrorism
- assessing the nature and extent of that risk, and
- developing the most appropriate support plan for the people concerned.

The Channel process is about safeguarding children, young people and adults from being drawn into committing terrorist-related activity. It is about early intervention to protect and divert people away from risk before a crime occurs.

You can complete a short general awareness course online here:

http://course.ncalt.com/Channel_General_Awareness/01/index.html

Prevent is the pan-Sussex strategy for preventing vulnerable people from being radicalised into violent extremism:

The pan Sussex Prevent describes partner's (including schools) role in the Prevent agenda:

Sharing with colleagues

- Promote awareness of the PREVENT strategy within your organisation and partners, including the local risks, roles and responsibilities involved in its delivery
- Ensure colleagues and partners are aware of how to report any potentially relevant information or concerns
- Promote an understanding amongst colleagues and partners of how to identify indicators of terrorism
- Promote an understanding amongst colleagues and partners of how to identify potential signs of individual vulnerability to radicalisation.
- Indicators of terrorist activity

The Department for education has published The Prevent duty

Departmental advice for schools and childcare providers at:

<https://www.gov.uk/government/publications/protecting-children-from-radicalisation-the-prevent-duty>

3.6 **Self-harm and suicidal behaviour**

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

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

http://pansussexscb.proceduresonline.com/chapters/p_self_harm_suicidal.html

4 Recognition – What To Look For

- 4.1 Staff members should refer to the detailed information about the categories of abuse and risk indicators in the [Pan-Sussex Child Protection and Safeguarding Procedures](#) for further guidance.
- 4.2 In an abusive relationship, the child may:
- appear frightened of their parent(s)
 - act in a way that is inappropriate to their age and development, although full account needs to be taken of different patterns of development and different ethnic groups
- 4.3 In an abusive relationship, the parent or carer may:
- persistently avoid child health services and treatment of the child's illnesses
 - have unrealistic expectations of the child
 - frequently complain about or to the child and fail to provide attention or praise
 - be absent
 - be misusing substances
 - persistently refuse to allow access on home visits by professionals
 - be involved in domestic violence and abuse
 - be socially isolated
- 4.4 Serious case reviews have found that parental substance misuse, domestic abuse and mental health problems, sometimes referred to as the 'toxic trio', if they coexist in a family could mean significant risks to children. Problems can be compounded by poverty, frequent house moves or eviction.

5 Allegations of Abuse Made Against Other Children

- 5.1 At our school we believe that all children have a right to attend school and learn in a safe environment. Children should be free from harm by adults in the school and other students.

We recognise that some students will sometimes negatively affect the learning and wellbeing of others and their behaviour will be dealt with under the school's Behaviour Policy.

- 5.2 Safeguarding allegations

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

The allegation:

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

Physical Abuse

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

Emotional Abuse

- blackmail or extortion
- threats and intimidation

Sexual Abuse

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

Sexual Exploitation

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

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

5.4 Minimising the risk of safeguarding concerns towards students from other students

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

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

5.5 What to do

When an allegation is made by a pupil against another pupil, members of staff should consider whether the complaint raises a safeguarding concern. If there is a safeguarding concern David Burren should be informed.

A factual record should be made of the allegation, but no attempt at this stage should be made to investigate the circumstances.

David Burren will contact MASH to discuss the case. It is possible that Children's Social Care are already aware of safeguarding concerns around this young person. David Burren will follow through the outcomes of the discussion and make a statement of referral where appropriate.

David Burren will make a record of the concern, the discussion and any outcome and keep a copy in the files of both students' files.

If the allegation indicates a potential criminal offence has taken place, the police should be contacted at the earliest opportunity and parents informed (of both the pupil being complained about and the alleged victim).

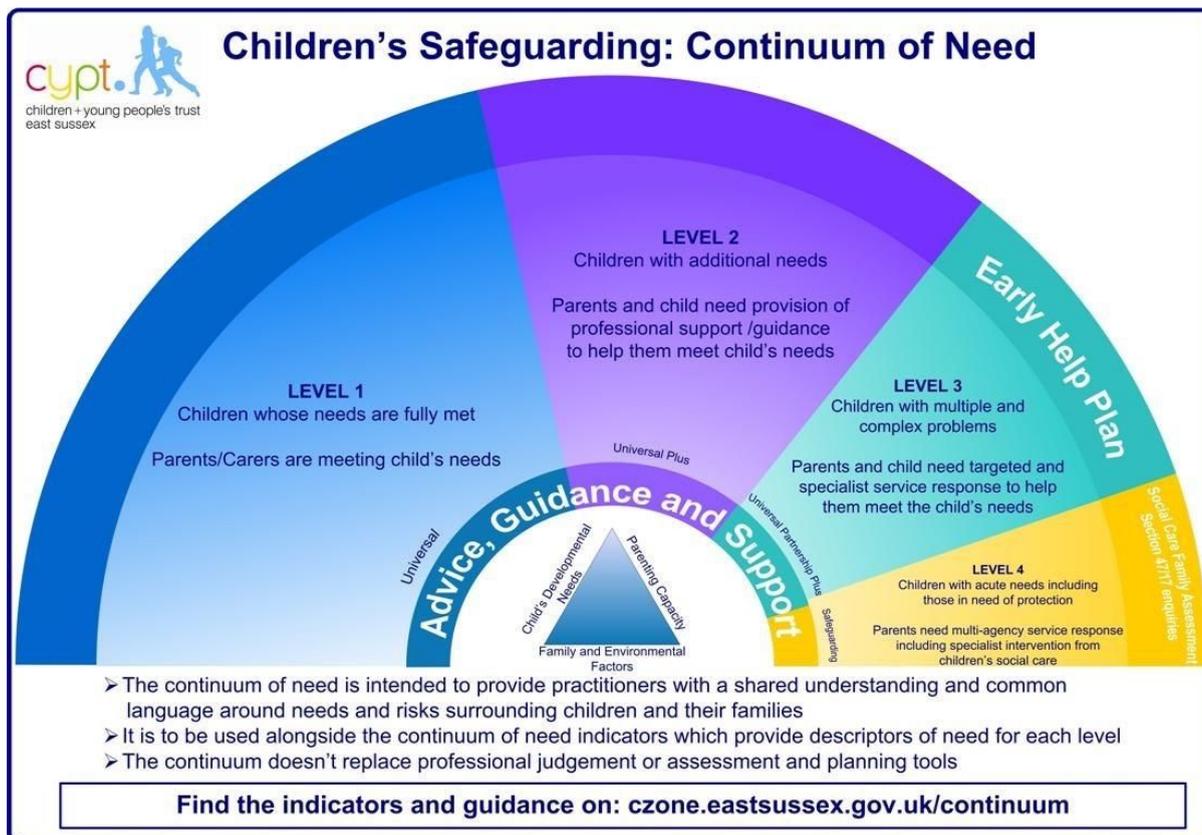
Where neither Children's Social Care nor the police accept the complaint, a thorough school investigation should take place into the matter using the school's usual disciplinary procedures.

In situations where the school considers a safeguarding risk is present, a risk assessment should be prepared along with a preventative, supervision plan.

The plan should be monitored and a date set for a follow-up evaluation with everyone concerned.

6 Safeguarding Children Continuum of Need

- 6.1 The Safeguarding Children Continuum of Need has been developed so that everyone working with children in East Sussex has a common language for understanding the needs and risks surrounding children and their families.
- 6.2 For example, if the school has concerns about a child and needs advice or support from a Duty and Assessment social worker, they will use the Continuum of Need as a guide to understand the school's concerns and provide advice about what to do or to decide whether the child and family need social care involvement. The Continuum of Need does not replace professional judgement, but it is intended to support decision-making and discussions between services and practitioners.
- 6.3 It is important that staff members are familiar with the Continuum of Need tool. It comes in two parts – a windscreen tool showing levels of need (see below) and an indicator tool describing a range of conditions about the child and family that the school (and other practitioners the school has discussions with) can use to identify their level of need.
- 6.4 The Continuum of Need tool, including the windscreen and indicators, and detailed guidance are available on [Czone](#).
- 6.5 The Continuum of Need shows that a child's or family's additional needs can be on a range from none to very high, and that needs can shift from early help to child protection and back to preventative early help. It covers children whose needs are increasing as well as children whose needs are decreasing after Children's Social Care involvement. The Continuum of Need will help practitioners to identify the right level of support for the child in the least intrusive way while keeping the child safe.



6.6 The Continuum of Need identifies four levels of need.

Level 1:

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

Level 2:

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

Level 3:

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

Level 4:

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

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

7 What Action To Take If You Have Concerns About A Child

Staff member	What action to take if you have concerns
Any member of staff, governor, volunteer, contractor or activity provider	<ol style="list-style-type: none"> 1. Discuss your concerns with David Burren, or in their absence, with the Deputy Dan Wynne Wilson, as soon as possible, before the child leaves for the day. It is important that the child is not sent home at the end of the day without taking the right protective action. 2. Log a concern on Myconcern. 3. If David Burren or their deputy is not available, you should contact the Children’s Social Care Duty and Assessment Team yourself for a consultation about the action you need to take. Inform David Burren about your consultation and what actions you have taken.
Designated safeguarding lead	<ol style="list-style-type: none"> 1. You are concerned that the child is at risk of significant harm (Level 4 of the Continuum of need) <ol style="list-style-type: none"> 1.1 Contact the relevant Duty and Assessment Team immediately. 1.2 If you believe that the child is in immediate danger, or you suspect a crime has been committed, you must also contact the police immediately. 1.3 If the Duty and Assessment Team accepts your contact as a referral, send them a completed statement of referral (available from the Pan-Sussex Child Protection and Safeguarding Procedures website) within 24 hours. 1.4 The Duty and Assessment Team may decide, in discussion with you, that the child’s needs are at Level 2 or 3 of the Continuum of Need and the school is better placed to provide support. See points 2.5 and 2.6 below for further action. 1.5 Record all your discussions and decision-making on the child protection incident/welfare concern form sent by the staff member who contacted you originally. Add it and a copy of the statement of referral to the child’s file. If the child does not have a stand-alone child protection file, you will need to create one including a front sheet. Update or start the chronology. Continue to update the child’s file and chronology as the investigation and the resulting work carry on. 2. You believe the child is not at risk of significant harm, but the child or their family may need support (Level 2 or 3 of the Continuum of Need) <ol style="list-style-type: none"> 2.1 Use the Continuum of Need tool to identify the level of need. 2.2 Discuss your concerns with senior colleagues in another agency, if necessary. 2.3 Contact the Duty and Assessment Team for a consultation, without necessarily identifying the child in question, in order to develop an understanding of the child’s needs and circumstances. 2.4 If the Duty and Assessment Team accepts your contact as a referral for social care assessment, send them a completed statement of referral within 24 hours, as above.

	<p>2.5 If your consultation results in the decision that the child and family are in need of help at Level 2 or 3 of the Continuum of Need, provide additional support in the school and/or refer the child or their family to other agencies providing early help services.</p> <p>2.6 Record all your consultations and decision-making on the child protection incident/welfare concern form sent by the staff member who contacted you originally. Update or start the chronology and add referral letters and forms to the child's file; create a stand-alone file including a front sheet, if one does not exist. Continue to update the file, including the chronology, as work progresses.</p>
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8 Dealing With A Disclosure Made By a Child – Advice For All Members of Staff

If a child discloses that he or she has been abused in some way, the member of staff or volunteer should follow this guidance.

- Listen to what is being said without displaying shock or disbelief.
- Only ask questions when necessary to clarify.
- Accept what is being said.
- Allow the child to talk freely – do not put words in the child's mouth.
- Reassure the child that what has happened is not his or her fault.
- Do not make promises that you may not be able to keep.
- Do not promise confidentiality – it may be necessary to refer the child to Children's Social Care.
- Stress that it was the right thing to tell.
- Do not criticise the alleged perpetrator.
- Explain what has to be done next and who has to be told.
- Inform David Burren without delay.
- Complete the child protection incident/welfare concern form and pass it to David Burren.
- Dealing with a disclosure from a child and safeguarding issues can be stressful. Consider seeking support for yourself and discuss this with David Burren

9 Early Help For Children and Families

- 9.1 Most parents can look after their children without the need of help other than from their family or friends. However, some parents may need additional help from our school or other services such as the NHS. Providing help early is more effective in promoting the welfare of children than reacting later.
- 9.2 Our school will work together with other agencies to provide a coordinated offer of early help, in line with *Working Together to Safeguard Children 2015* and local guidance, to any child who needs it.
- 9.3 We will pool our knowledge within the school and with other agencies about which families or children need additional support in a range of ways so that we can work out how best to help them. We will use the [East Sussex Safeguarding Continuum of Need tool](#) to identify what level of need the child or their family has.
- 9.4 We will work closely with targeted early help services and Children's Social Care if we feel families need more support and input, or children are at risk of harm, and we will continue to provide support if other services are also needed.
- 9.5 [Targeted early help services](#) are aimed specifically at helping families with children and young people whose needs are at Level 3 on the Continuum of Need. There are three main services in East Sussex:

- **Children’s Centre Keywork and Health Visiting (for children aged 0 to 5 years)** work closely through the Good Start programme to agree what support is needed for families with children in this age range.
 - **Family Support Keywork Services (for children aged 5 to 13 years)** work across the county with schools and academies to provide coordinated support for families. They are based on the previous Parent Support Advisor, COPES and Inclusive Learning Tutor services.
 - **Targeted Youth Support Service (for children and young people aged 11 to 19 years)** works closely with secondary schools, academies and colleges.
- 9.6 Targeted support is also provided by family keyworkers in specialist services, for example Probation, Sussex Police, the ISEND, and by School Nurses and Family Support Health Practitioners. These services may lead a plan of support in a similar way to targeted early help services.
- 9.7 Our school will [refer any child with needs at Level 3 on the Continuum of Need](#) to a targeted early help service and work with the service in any early help planning they may undertake to support the child.
- 9.8 We will talk to the family about referral to a targeted early help service and explain that there may be a need to involve other professionals, including talking to a social worker about our concerns. We will seek the family’s consent for the referral.
- 9.9 If the family does not consent to an early help service, we will make a judgement about whether the needs of the child will escalate or the child will become unsafe without help. If our judgement is that the needs or concerns will escalate, then we will contact the Children’s Social Care Duty and Assessment Team in our area for a consultation with a qualified social worker in order to make a shared decision about whether the level of concerns calls for a referral to Children’s Social Care.
- 9.10 Any child may benefit from early help, but all staff should be particularly alert to the potential need for early help for a child who:
- is disabled and has specific additional needs;
 - has special educational needs (whether or not they have a statutory education, health and care plan);
 - is a young carer;
 - is showing signs of being drawn in to anti-social or criminal behaviour, including gang involvement and association with organised crime groups;
 - is frequently missing/goes missing from care or from home;
 - is misusing drugs or alcohol themselves;
 - Is at risk of modern slavery, trafficking or exploitation;
 - is in a family circumstance presenting challenges for the child, such as substance abuse, adult mental health problems or domestic abuse;
 - has returned home to their family from care;
 - is showing early signs of abuse and/or neglect;
 - is at risk of being radicalised or exploited;
 - is a privately fostered child.

10 Children’s-Social-Care-Led Responses To Concerns About A Child

10.1 Once Children’s Social Care has accepted our referral as needing a social-care-led response (Level 4 of the Continuum of Need), a senior social work practitioner and their manager will evaluate the concerns to identify the sources and levels of risk and to agree what protective action may be necessary.

10.2 The evaluation of concerns and risks involve deciding whether:

- the child needs immediate protection and urgent action is necessary; or

- the child is suffering, or at risk of suffering, significant harm and enquiries need to be made under section 47 of the Children Act 1989; or
 - the child is in need and should be assessed under section 17 of the Children Act 1989.
- 10.3 We will cooperate with Children’s Social Care and the police in any emergency action they take using their legal powers for immediate protection of the child. This may involve removing the child from their home.
- 10.4 We will participate in any multi-agency discussions (strategy discussions), if invited to do so, and share information about the child and their family to plan the response to concerns.
- 10.5 We will share information about the child and their family for section 47 enquiries and family assessments undertaken by Children’s Social Care.
- 10.6 We will ensure that a relevant staff member participates in all initial and review child protection conferences, if we are invited to attend. The staff member will work together with other agencies to discuss the need for and agree to an outcome-focused child protection plan and will ensure that the child’s wishes and views are considered in their own right in planning.
- 10.7 If we are members of the core group to implement a child protection plan, we will ensure a relevant staff member participates in all core group meetings.
- 10.8 We will ensure that we complete all actions allocated to us as part of the outcome-focused plan, whether a child protection plan or a family support plan, in a timely way.
- 10.9 We will continue to monitor children once their plans are ended to ensure that they are supported and kept safe.

13 Record Keeping

- 13.1 Good record keeping is an important part of the school’s accountability to children and their families and will help us in meeting our key responsibility to respond appropriately to welfare concerns about children.
- 13.2 Records should be factual, accurate, relevant, up to date and auditable. They should support monitoring, risk assessment and planning for children and enable informed and timely decisions about appropriate action to take.
- 13.3 All staff members, governors, volunteers, contractors and activity providers should ensure that they record and report safeguarding concerns in line with guidance from the East Sussex Local Safeguarding Children Board (LSCB) – [Keeping Records of Child Protection and Welfare Concerns: Guidance for Early Years Settings, Schools and Colleges, January 2014.](#)
- 13.4 David Burren will ensure that records are maintained appropriately for children with safeguarding concerns and that stand-alone files are created and maintained in line with requirements of the above guidance.

14 Professional Challenge And Disagreements

- 14.1 Working with children and families, and in particular child protection work, is stressful and complex, as well as involving uncertainty and strong feelings. To ensure that the best decisions are made for children, we need to be able to challenge one another’s practice.
- 14.2 We will promote a culture within our school that enables all staff members to raise, without fear of repercussions, any concerns they may have about the management of child protection in the school. This may include raising concerns about decisions, action and inaction by colleagues about individual children. If necessary, staff members will

speak with David Burren and the Principal, the chair of governors or with the Local Authority Designated Officer.

- 14.3 Cooperation across agencies is crucial; professionals need to work together, using their skills and experience, to make a robust contribution to safeguarding children and promoting their welfare within the framework of discussions, meeting conferences and case management.
- 14.4 If there are any professional disagreements with practitioners from other agencies, David Burren or the Principal will raise concerns with the relevant agency's safeguarding lead in line with guidance in the [*Pan-Sussex Child Protection and Safeguarding Procedures*](#).
- 14.5 If the school disagrees with the child protection conference chair's decision, David Burren or the Principal will consider whether they wish to challenge it further and raise the matter with Children's Services Head of Safeguarding.

15 Safer Recruitment

- 15.1 Our school has robust recruitment and vetting procedures to help prevent unsuitable people from working with children.
- 15.2 Our job advertisements and application packs make explicit reference to the school's commitment to safeguarding children, including compliance with the Disclosure and Barring Service (DBS) process and clear statements in the job description and person specification about the staff member's safeguarding responsibilities.
- 15.3 All staff members who have contact with children, young people and families will have appropriate pre-employment checks in line with *Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges, March 2015*.
- 15.4 At least one member on every short listing and interview panel will have completed safer recruitment training. The Principal is responsible for ensuring that safer recruitment training is kept up to date.
- 15.5 The Principal and the nominated governor for child protection are responsible for ensuring that our **single central record** is accurate and up to date.

Useful Link

Local Safeguarding Children Board Safeguarding Procedures
<https://czone.eastsussex.gov.uk/partnerships/lscb/pages/main.aspx>

This procedures document should also be considered within the context of other policies and documents relating to our work with children and young people. These might include, for example, documents concerning drug and alcohol abuse.

Key Documents are:

- DfES Safeguarding Children: Safer Recruitment in Education: January 2007
- Every Child Matters
- Working Together to Safeguard Children 2013
- Framework for the Assessment of Children in Need and their Families 2000
- What to do if You are Worried a Child is Being Abused
- Sussex Child Protection & Safeguarding Procedures (Produced by West Sussex, East Sussex, and Brighton & Hove Local Safeguarding Boards)
- DfE advice on 'Use of Reasonable Force' update expected Spring 2013
- Keeping Children Safe in Education September 2016

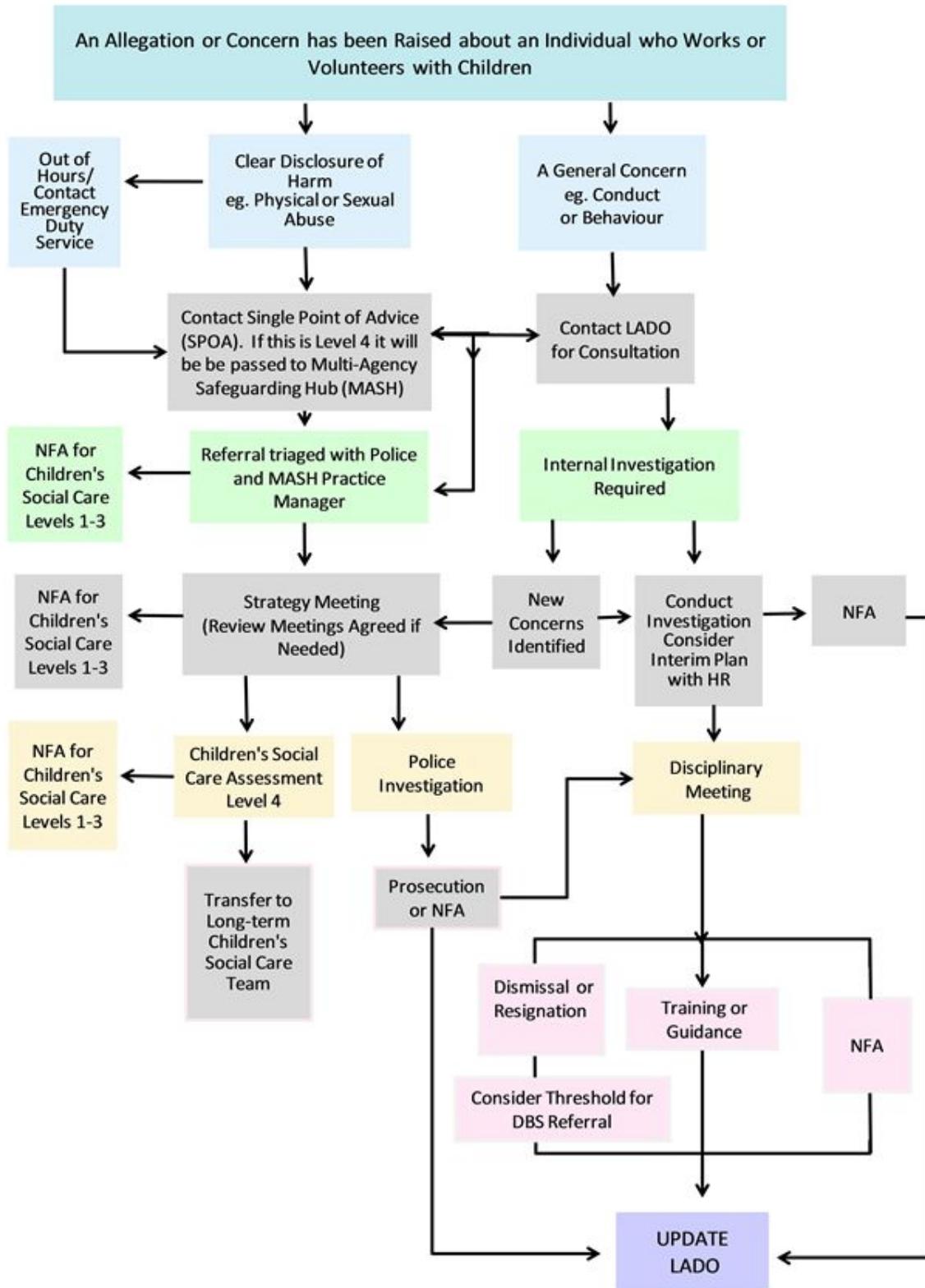
College Policies:

Anti-Bullying
Attendance
Behaviour and Achievement
Confidential Reporting (Whistle-blowing)
Child Protection
Equal Opportunities and Race Equality
E-Safety
Health & Safety
ICT – Acceptable Use Policy
Inclusion
Media Links
Medicines – Administration of
SEN/Flexible Learning
Sex Education
Social Media
Smoking & Substance Use and Abuse
Staff Behaviour and Code of Conduct Policy
Use of Force by Staff to Control or Restrain Students

APPENDIX C

Managing Allegations/Concerns about Individuals Who Work or Volunteer with Children

Managing Allegations Flowchart



1 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.

All social care enquiries and referrals in East Sussex 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.

1.1 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.

1.2 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.

1.3 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 e.g. 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.

2 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.

3 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.

4 Outcomes

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

- 4.1 NFA as the allegation is found to be unsubstantiated, false, unfounded or malicious.
- 4.2 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; e.g. 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.
- 4.3 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.
- 4.4 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.

- 4.5 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.